



28Q
J.H.S. 157 STEPHEN A. HALSEY

2010-11
FINAL
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: J.H.S. 157 STEPHEN A. HALSEY
ADDRESS: 63-55 102ND STREET
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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.*

SECTION I: SCHOOL INFORMATION PAGE	Error! Bookmark not defined.
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	Error! Bookmark not defined.
SECTION III: SCHOOL PROFILE.....	Error! Bookmark not defined.
Part A. Narrative Description	Error! Bookmark not defined.
Part B. School Demographics and Accountability Snapshot.....	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	Error! Bookmark not defined.
SECTION VI: ACTION PLAN	Error! Bookmark not defined.
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..	Error! Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	Error! Bookmark not defined.
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	Error!
Bookmark not defined.	
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!
Bookmark not defined.	

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800010157 **SCHOOL NAME:** J.H.S. 157 Stephen A. Halsey

SCHOOL ADDRESS: 63-55 102ND STREET, QUEENS, NY, 11374

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

SCHOOL CONTACT PERSON: VINCENT SURACI **EMAIL ADDRESS** VSuraci@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rotated

PRINCIPAL: VINCENT SURACI

UFT CHAPTER LEADER: Ms. Stephanie Sussman

PARENTS' ASSOCIATION PRESIDENT: Ms. Asra Fetatovic

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

CHILDREN FIRST NETWORK
DISTRICT: 28 **(CFN):** 208

NETWORK LEADER: JOHN O'MAHONEY

SUPERINTENDENT: Dr. Beverly Ffolkes-Bryant

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
Vincent Suraci	Principal	Electronic Signature Approved.
Angela Lisa	Admin/CSA	Electronic Signature Approved.
Stephanie Sussman	UFT Chapter Leader	
Michelle Golden	UFT Member	
Arlene Bartholomew	UFT Member	
Azra Feratovic	Parent	
Daniela Reinsch	Parent	
Julija Radowjic	Parent	
Lisa Feinstein	Parent	
Sue Boyle	Parent	
Lori Glick	Parent	
Jessica Borow	UFT Member	
Iris Corcos	Parent	
Deneen Muller	DC 37 Representative	

* 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.

□

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

Our mission is to provide infinite educational opportunities for all children at J.H.S 157. As educators, we strive to improve the quality of teaching and learning on a daily basis. We encourage an understanding of, and a respect for, the diverse student population clearly displayed within our school building. We are collaborating with the efforts of students, parents, teachers, supervisors, and community members to ensure excellence in achievement and equity in opportunities for individual growth.

Our school, Halsey Junior High School 157, a culturally diverse learning community, serves children in Grades 6-9. Our building presently accommodates 1073 children encompassing an ethnic breakdown that includes students of American Indian/Alaskan, Asian/Pacific Islander, Hispanic, African American, and Caucasian. There are over thirty one languages other than English spoken by our students.

In an effort to build the concept of community, students and staff participate in theme based school Spirit Days. Several themes include: "Twin Day," "Crazy Hat Day," and "Sports Day". These Spirit Days enhance school spirit and enthusiasm for learning. The students, as well as faculty, share in the excitement of celebrating our school morale.

Student achievement is celebrated and evident through standards-based bulletin boards both inside and outside of the classrooms. Staff members collaborate on student performance and select a candidate for Student of the Month. Citizenship, cooperation, and academic success are recognized during this monthly Halseyite of the month "Principal's Luncheon."

We have successfully designed a challenging and enjoyable after school enrichment program. As part of our extended day program, students are able to participate in the Halsey Bulldog Newspaper, Halsey Green Team, Mouse Squad, Peer Mediation, The Stock Market Game, Nutrition/Physical Ed for Boys and Girls, World Culture through Cooking, Russian Language Enrichment, Language Lab, Grade 8 Earth Science, Grade 9 Living Environment Clinics, and Photography Club. These enrichment programs are designed to prepare students in becoming well-rounded citizens in our community, as well as to give them an opportunity to experience different arenas of life.

Halsey J.H.S 157 currently benefits from a variety of community partnerships including those with The Queens Community House, CHAMPS, and Urban Advantage. The Urban Advantage

partners us with The Hall of Science, The Museum of Natural History, The Bronx and Staten Island Zoos, The New York Aquarium, The Queens and New York Botanical Gardens. Teachers are involved in research with these institutes. Students and their families take part in field trips to these sites.

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

In June 2010, J.H.S 157 received funding for the construction of a new Science laboratory as indicated in the New York City Department of Education Capital Plan for School Improvement. This provides the flexibility of a new science facility for eighth and ninth grade students. This new facility will allow teachers to conduct experiments that enrich the science curriculum. The new science laboratory will allow students to learn in a new environment with brand new equipment where they can conduct advanced activities. This facility will prepare our students for success on State Assessments, as well as train those interested candidates for life science careers.

Stephen A. Halsey also received the Library REACH Grant in June 2010 to upgrade the library media center. Library REACH is a privately funded grant program that allows New York City public schools to apply for funding to improve their libraries. This fund provided us with eight PCs and a ceiling mounted projector. The goal of the library media center is to provide an opportunity for our students, parents, and faculty to obtain the resources and support necessary in our reading and writing rich environment.

As a Title I school, we are able to offer students supplemental educational services. Students are offered thirty-five hours of educational services that promote or provide the necessary specialized adaptations, modifications and supports to instruction. Halsey offers teachers professional development to enhance skills and knowledge attained for both personal development and career advancement. In addition, parents are offered informational workshops and enrichment classes to create a collaborative environment within our school. This collaborative effort provides our community with Halsey's latest news and accomplishments, upcoming school events, and student progress as well as achievement. The educational opportunities, extracurricular activities, supportive staff and overall unique experience gives students at Stephan A. Halsey an education that is rich in guidance, support, and motivation.

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. 157 Stephen A. Halsey									
District:	28	DBN #:	28Q157	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 checked="" 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*:						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08		2008-09	2009-10	
Pre-K	0	0	0		93.9/89.7		94.3/90.9	TBD	
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		94.6		94.71	TBD	
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	251	310	316	(As of October 31)	2007-08		2008-09	2009-10	
Grade 7	316	272	320		40		47.1	61	
Grade 8	305	342	301						
Grade 9	103	116	108	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		3		54	TBD	
Grade 12	0	0	0						
Ungraded	45	36	31	Recent Immigrants - Total Number:					
Total	1020	1076	1076	(As of October 31)	2007-08		2008-09	2009-10	
					35		49	21	
Special Education Enrollment:			Suspensions: (OSYD Reporting) - Total Number:						
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08		2008-09	2009-10	
# in Self-Contained Classes	101	103	110	Principal Suspensions	33		51	TBD	

# in Collaborative Team Teaching (CTT) Classes	19	43	47	Superintendent Suspensions	11	22	TBD	
Number all others	99	107	88					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		N/A	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0	
# in Transitional Bilingual Classes	0	0	0					
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.				
# receiving ESL services only	92	103	89	(As of October 31)	2007-08	2008-09	2009-10	
# ELLs with IEPs	28	33	51	Number of Teachers	84	80	TBD	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		24	23	TBD
				Number of Educational Paraprofessionals		4	1	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	
	1	2	TBD	% fully licensed & permanently assigned to this school	96.4	98.8	TBD	
				% more than 2 years teaching in this school		71.4	71.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		64.3	68.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	89	TBD	
American Indian or Alaska Native	0.7	0.4	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.4	92.1	TBD	
Black or African American	14.8	14.9	13.4					
Hispanic or Latino	21.7	23.6	25.2					
Asian or Native	25	22.9	22.7					

MARCH 2011

Hawaiian/Other Pacific Isl.			
White	37.8	38.3	37.9
Multi-racial			
Male	52.8	54	54.4
Female	47.2	46	45.6

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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: If yes, area(s) of SURR Yes No 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 Basic	<input type="checkbox"/>
Comprehensive	<input type="checkbox"/>
Focused	<input checked="" type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input 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			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
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	√	√				
Limited English Proficient	√	√				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	8	8	1			0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09	
Overall Letter Grade	A/NR	Overall Evaluation:
Overall Score	91.7/NR	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.9/NR	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	21.4/NR	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	51.9/NR	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	10.5/ 0	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?
- JHS 157's School Instructional Leadership Team collected all quantitative and qualitative data in order to conduct an analysis of the current student performance trends. The team utilized data provided by the New York State Department of Education and the New York City Department of Education accountability and assessment resources. The data provided included: the 2009-2010 Progress Report, the School Report Card, the School Survey, ARIS, and NY Start. A careful review of the 2010 NYS English Language Arts and Math exam results was also initiated. An analysis of informal data such as Teacher Assessment Notebooks and Student Portfolios was also conducted in order to assess our school's academic needs.

JHS 157 Performance Trends

The following performance trends were identified from the 2009-2010 Progress Report:

JHS 157's Special Education Population

- In ELA, 1.7% of our Self-Contained Special Education students achieved exemplary proficiency gains.
- In ELA, 8.8% of our Special Education students in the Integrated Co-Teaching classroom achieved exemplary proficiency gains.
- In ELA, 18.6% of our students who receive Special Education Teacher Support Services (SETSS) achieved exemplary proficiency gains.
- In ELA, 57.5% of our Special Education Students are at the 75th growth percentile or higher.
- In Mathematics, 1.7% of our Self-Contained Special Education students achieved exemplary proficiency gains.
- In Mathematics, 23.5% of our students in the Integrated Co-Teaching classroom achieved exemplary proficiency gains.
- In Mathematics, 33.9% of our students who receive Special Education Teacher Support Services (SETSS) achieved exemplary proficiency gains.
- In Mathematics, 45.2% of our Special Education students are at the 75th growth percentile or higher.

JHS 157's English Language Learner Population

- In ELA, 61.3% of our English Language Learners achieved exemplary proficiency gains.
- In ELA, 61.3% of our English Language Learners are at the 75th growth percentile or higher.
- In Mathematics, 51.2% of our English Language Learners achieved exemplary proficiency gains.
- In Mathematics, 51.2% of our English Language Learners are at the 75th growth percentile or higher.

JHS 157's Lowest Third Citywide Population

- In ELA, 68.5% of the students in the lowest third citywide achieved exemplary proficiency gains. These students are at the 75th growth percentile or higher.
- In Mathematics, 50.8% of the students in the lowest third citywide achieved exemplary proficiency gains. These students are at the 75th growth percentile or higher.

The 2009-2010 School Demographics and Accountability Snapshot reports that Adequate Yearly Progress (AYP) has been achieved in the areas of ELA, Math, and Science for all disaggregated groups in the school. An analysis of the 2009-2010 Progress report has indicated the following accomplishments:

- In ELA, our students demonstrated more progress than 79.7% of students in our Peer Horizon Schools.
- In ELA, our students demonstrated more progress than 82.8% of students in Middle schools throughout New York City.
- In ELA, our students in the lowest third demonstrated more progress than 68.2% of our Peer Horizon Schools.
- In ELA, our students in the lowest third demonstrated more progress than 64.7% of students in Middle schools throughout New York City.
- In Mathematics, our students demonstrated more progress than 64.7% of students in our Peer Horizon Schools.
- In Mathematics, our students demonstrated more progress than 72.5% of students in Middle schools throughout New York City.

JHS 157's Academic Concerns

An analysis of the 2009-2010 Progress report and School Report Card has indicated the following **areas of concern**:

- ❖ JHS 157's New York State School Report Card has indicated that our English Language Learners did not make Annual Yearly Progress in the area of English Language Arts. The Annual Measurable Objective of 146 was established for these students. A performance index of 139 was determined. Our English Language Learners are not making adequate progress in the area of English Language Arts.
- ❖ The 2009-2010 Progress Report reflected that 1.7% of our Self Contained Special Education students achieved exemplary proficiency gains in the area of Mathematics. Although students have demonstrated growth in this area, it was not significant enough to earn JHS 157 extra credit. It is clear that our Students with Disabilities have made progress. However, we are aware that an achievement gap remains for these students in both English Language Arts and Mathematics.
- ❖ In ELA, 55.5% of our students attained a proficiency Level 3 or 4. During the 2008-2009 school year, the progress report indicated that 79.2% of our students attained a proficiency level 3 or 4. This data reflects a significant decrease in our Level 3 and 4 students. This decrease in students attaining proficiency Level 3 or 4 is due to the 2010 adjustment to the New York State ELA criteria for a Level 3 or 4. New York State's college and career readiness initiative has "raised the bar" for our students. Therefore, we must implement strategies and revise curriculum to assist our students in meeting these new rigorous standards

Students with Disabilities

In an attempt to address our goals for the Students with Disabilities, JHS 157 has restructured the Special Education Department. All Self-Contained Special Education teachers of English, Math, Science, and Social Studies are providing instruction for self-contained classes, for Integrated Co-Teaching classes, and for students receiving Special Education teacher support services (Setss).

A review of our Special Education Compliance Report, as well as a thorough analysis of our school's data regarding the progress of Students with Disabilities, resulted in the determination that a restructuring of the Special Education Department would improve student outcome. The Special Education Compliance Report clearly indicated that the number of Special Education students moving from Most Restrictive Environment to Least Restrictive Environment was below targeted expectations. JHS 157's Progress Report also indicated that

the Special Education students in the Self-Contained classrooms, Integrated Co-Teaching classrooms, and Setss program did attain exemplary proficiency gains on the New York State ELA and Math examinations. However, we are aware that an achievement gap persists for these students.

The rationale for the restructuring:

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

For the 2010-2011 school year, there are four Student Focused ICT Teacher Teams. These teams focus on the academic progress of a targeted group of students in the ICT classroom in each grade. There is also one Self Contained Student Focused Teacher Team. Each Student-Focused Teacher Team is using a Collaborative Inquiry Approach. The team members conduct an analysis of all available data and create long and short term goals for the students. An instructional strategy that will be implemented in the classroom is researched. The strategy is applied and assessments are conducted in order to evaluate each student's progress toward the achievement of the long and short term goals.

English Language Learners/ELA

Although our English Language Learners have made progress, these students did not meet annual yearly progress. Our school's accountability status is Restructuring Year 1 (*Focused*) due to the achievement gap in the area of ELA for our English Language Learners.

For the 2010-2011 school year, a teacher team has been created to study JHS 157's ELL population. This team of five teachers contains two ESL teachers, one ELA teacher, and two Social Studies teachers. The team will study all available data and begin to utilize an inquiry approach to set goals for these students. This team will work in cycles to study data, (NYSESLAT, ELA, Acuity, and student work samples) identify specific needs, establish a long and short term goal, research, and apply specific strategies for our English Language Learners. These instructional change strategies will be implemented with a small group instruction model in the ESL, Literacy, and Social Studies classrooms. Ultimately, the team's goal is to identify and utilize effective

strategies for our ELLs that will be established school wide. It is our belief that this process will enable our Long Term English Language Learners to obtain language proficiency.

As of January 2011, the ELL Teacher Team has analyzed the NYSESLAT, ELA, Acuity, TCWRP, ELL Assessment, and Achieve 3000 data and has identified ELL students in the bottom third. Also, the team has analyzed the data for the Long Term English Language Learners who have been in the country for 6 or more years and who have not tested proficient on the NYSESLAT examinations. These students remain at an intermediate or advanced level of English proficiency and continue to need ESL services. The teacher team is working to target these groups of students.

It is our goal to provide all teachers of ELLs with extensive Professional Development opportunities. The ESL and Literacy Teachers of ELL students will participate in Achieve 3000 training throughout this school year. The Teacher Team studying the English Language Learners will also share the best practices they have identified in their inquiry work with the English Language Learners. These strategies will be shared with the entire school community at Department Conferences.

Beginning **November 2010**, a ELL study team will be working two times each month to research and implement effective ESL strategies. Our ELL coordinator and an ELL coordinator from another school will conduct these sessions.

Beginning and Intermediate ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Advanced ESL students receive 180 minutes, or 4 periods of ESL instruction a week. Students receive support in the content areas with a push-in model. Prior to January 2011, there were two bridge ESL classes for Beginning and to Intermediate ESL students. The program was a block model (the class traveled together as a group). One class serviced the grades 6 and 7 Beginner and Intermediate students; another class serviced the grades 8 and 9 Beginner and Intermediate students. In **December of 2010**, there was an examination of the 6/751 and 8/951 registers. These classes had increased in registers: 6/751 contained 36 students and 8/951 contained 40 students. In our attempt to reduce the class size of these bridge classes, we simultaneously were able to re-evaluate the grade curriculum content. The following plan was developed:

- The 6/751 bridge class was reorganized. The sixth grade students were placed in Class 651 and the seventh grade students were placed in Class 751. The 8/951 bridge class was also reorganized. The 8th grade students were placed in Class 851 and the ninth grade students were placed in Class 951. This reorganization will allow for smaller class sizes and equity of curriculum content for our ELL learners. Each of these classes continues to receives 11 periods of ESL instruction a week by a certified ESL instructor.

The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period, and a closing. The Intermediate and Advanced ELL students work through genre studies and concept units developed with essential and guided questions. The Beginning ELL students focus on the skills of reading, writing, listening, and speaking through the use of genre and concept units of study. We strive to provide our Ells with curriculum that is equitable to that of the ELA department. Fiction and Non-Fiction Guided Reading Libraries were purchased for the ESL classroom in order to support the teacher in providing the students with guided reading and with small group instruction. As the need and availability arise, the ESL teachers will utilize the lap tops and Smart Boards in an attempt to make learning visual for their students.

Content area and ESL teachers work in Instructional Learning Communities to analyze the ESL data and to make instructional decisions for our ELL students. In the content areas, ESL students receive additional

support from the ESL specialist who employs small group instruction in order to differentiate for the second language learners.

The Extended Day After-School Program for Beginners and for Intermediate ESL students takes place 2:20 P.M. to 3:10 P.M. Monday-Wednesday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. An additional after-school content area support program will be offered to all of our ELL students.

To provide additional support to all of our English Language Learners, the Achieve 3000 Program will be implemented with the ELL students. The program will be used as a supplemental program in the ELA classroom. The ELL students will use the program for two 45 minute periods each week. The Achieve 3000 program is a researched-based program with proven methodology to advance English Language Learners' literacy achievement. The program uses an initial assessment to obtain student's Lexile levels. The assessment tool determines each student's level of comprehension for informational text. Students are then assigned level-appropriate, standards-aligned non-fiction assignments. These assignments are worked on in the classroom and can also be accessed at home. This supplemental education program supports students' development of English Language skills by requiring them to:

- Set a schema
- Read for information
- Construct meaning
- Form an opinion

Title III funds will be used to create the ELL Academy. The first session will take place on December 28, 29, and 30th. Students will work for three hours each day to prepare for the ELA and NYSESLAT exams. The next two sessions are scheduled for February 22, 23, and 24th and for April 19, 20 and 21st. The Title III funds will also be used to continue our subscription to the Achieve 3000 online literacy program. In addition, we will purchase supplemental bilingual materials for the ESL classroom libraries.

In **January 2011**, JHS 157 received SINI funds. The SINI funds will be used to provide teachers of English Language Arts Learners extensive professional development. As of January 2011, JHS 157 is in the process of meeting with representatives from both West Ed(Qtel) and The Internationals Network to establish a thorough professional development program for our teachers. The SINI funds will also be used to enrich our ELL classroom libraries.

Level 3 and 4 Students Performance/ ELA

The progress of our Level 3 and 4 students remains a concern for JHS 157. In order to address this issue, JHS 157 has created three Literacy Curriculum Mapping Teams. These teams will work to create curriculum maps on each grade to address the Common Core State Standards. These units of study will partner fiction with non-fiction text in an attempt to raise the level of accountable conversation in the Literacy Classroom as well as to differentiate the instruction for students. It is our hope that the end result will include an increased level of comprehension for our students. The Curriculum Mapping Teacher Teams will support and guide the Literacy Department in the restructuring of the entire curriculum. Inter-visitations and model lessons will continue to be conducted for all of the teachers of the Literacy Department. The Literacy Curriculum Mapping Teams will turnkey current strategies in grade team meetings and monthly Department Conferences across the content areas.

Parent Communication

A preliminary analysis of the 2009-2010 NYC School Survey Report has indicated that the school's parent survey response rate of 28% is below the City average of 48%. It has also indicated that the parents of

JHS 157 recommend that the school work to improve parental communication. The school scored 6.7 out of 10 in the area of communication. The following are programs and activities planned to address this area in need of improvement.

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

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

To encourage our parents to complete the School Survey we offer the following:

- The Parent Coordinator will conduct a workshop on the School Survey Form. This workshop will also show parents how to complete the survey on-line. Individual tutorial appointments will be offered to parents as needed.
- A survey mailbox will be placed in the main office.
- The school computers will be available to parents to complete the survey.
- Incentives will be given to each parent who completes a survey.
- Incentives will be given to classes for full participation in the completion of the survey.

In **January 2011**, JHS 157 distributed a survey to the parents in an attempt to identify the barriers preventing parents from attending various school meetings. The data from this survey is presently being analyzed so that we may identify and remedy the barriers preventing our parents from being involved in our school community.

Aids/Barriers to Continuous Improvement

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

For the 2010-2011 school year, JHS 157 has been designated a Title I School. We believe that this status will assist us in providing our students with additional instructional support services. All of our students will be offered Supplemental Educational Services programs such as Princeton Review and Supreme Evaluation(after school and on Saturdays). Our Level 3 and 4 students will also benefit from these Supplemental Educational Services because these programs offer accelerated courses for advanced learners.

In our constant effort to make continuous improvement, we find that there is one area that remains a concern. The students of Halsey JHS 157 speak 31 different languages. As a school community, we are proud of our school's diversity. However, we have found some difficulties with parent communication and with student learning.

At Halsey JHS 157 we have worked to increase the achievement of our students through the use of data to differentiate their instruction. For the 2010-2011 school year, we will continue to work in Educational Learning Communities to set goals for all members of our school community. We will strive toward meeting these goals in an effort to make ongoing improvement for our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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"/> <p style="text-align: center;">1. Subject/Area: English Language Learners/Vocabulary</p> <p>By June 2011, 5% of English Language Learners performing in the bottom third will increase proficiency in content area vocabulary as measured by one year of growth in Lexile Level based on Achieve 3000 assessments.</p>	<input type="checkbox"/> <p>As reflected by the 2009-2010 Progress Report, JHS 157's English Language Learners demonstrated a 61.3% exemplary proficiency gain in the area of ELA. This earned the school 1.5 additional credits on the progress report. This also placed these students in the 75% and above growth percentile. Although it is clear that our English Language Learners have demonstrated significant progress, we realize an achievement gap persists for these students in the area of ELA.</p> <input type="checkbox"/>
<input type="checkbox"/> <p style="text-align: center;">2. Subject/Area: Teacher Teams/Use of Data</p> <p>By June 2011, 25% of teacher teams that include Math and Special Education teachers (including Integrated Co-Teaching and Special Education Teacher Support Services Setss) will use qualitative and quantitative data to inform differentiated instruction as measured by school-based periodic data assessment reports (Prosper).</p>	<input type="checkbox"/> <p>As reflected by the 2009-2010 Progress Report, JHS 157's Self-Contained Special Education Students demonstrated a 1.7% exemplary proficiency gain in the area of Mathematics. Although students have demonstrated growth in this area, it was not significant enough to earn JHS 157 extra credit. It is clear that our Students with Disabilities have made progress. However, we are aware that an achievement gap remains for these students in both Mathematics and in ELA. Teachers will work on Teacher Teams to use Prosper, to create assessments and to design instruction to support the Students with Disabilities in the area of Mathematics.</p>
<input type="checkbox"/> <p style="text-align: center;">3. Subject/Area: Parent Engagement and Communication</p> <p>By June 2011, there will be a 1% increase in parent engagement and communication as measured by parent response rate on the 2011-2012 School</p>	<input type="checkbox"/> <p>An analysis of the NYC School Survey 2009-2010 Report has indicated that our school had a 28% parent response rate. This was lower than the Peer Horizon and City average.</p>

Environment Survey.	
<input type="checkbox"/> n/a	<input type="checkbox"/> n/a
<input type="checkbox"/> n/a	<input type="checkbox"/> n/a

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 Learners/ELA
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p align="center">☐ Subject/Area: English Language Learners/Vocabulary</p> <p>By June 2011, 5% of English Language Learners performing in the bottom third will increase proficiency in content area vocabulary as measured by one year’s of growth in Lexile Level based on Achieve 3000 assessments.</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>☐ Actions: Professional Development: Ongoing Professional development will be provided to all ESL, Literacy and Content area teachers of English Language Learners. The focus of this professional development will be on the topic of building academic language in the content area classrooms.</p> <ul style="list-style-type: none"> • October 2010: Achieve 3000 training will be provided to all ELL and Special Education teachers. • Beginning November 2010, a ELL study team will be working two times each month to research and implement effective ESL strategies. Our ELL coordinator and an ELL coordinator from another school will conduct these sessions. • In January 2011, JHS 157 received SINI funds. These SINI funds will be used to provide teachers of English Language Arts Learners extensive professional development. As of January 2011, JHS 157 is in the process of meeting with representatives from both West Ed(Qtel) and The Internationals Network to establish a thorough professional development program for our teachers.

Organization:

Our English Language Learners will be grouped in classes based on their NYSESLAT level of proficiency as follows:

- As of **January 2011**: there are 4 ESL classes: 651, 751, 851, and 951 containing Beginning, Intermediate ESL students. These classes were formerly bridge classes 6/751 and 8/951
- Three classes contain Advanced ESL students who are mainstreamed with non ESL students: 605, 705, and 805. These classes receive push- in services 4 times per week in the various content areas.
- Three classes contain Advanced ESL students who receive Literacy 8 periods a week with a certified ESL/ELA teacher.

Supplemental Intervention Program:

- Achieve 3000 will be implemented in the ESL and Literacy classrooms for all English Language Learners.
- ESL teachers will implement and analyze Achieve 3000 assessments periodically. Instruction will be monitored and revised based on results of assessments.
- ELL students will work in a Language Lab weekly in the ELA/ESL classroom.

Additional Instructional Support:

- Beginning and Intermediate students will attend Extended Day for extra help. During extended day, the ESL teachers work on the 4 modalities of reading, writing, listening, speaking.
- English Language Learners will be offered the opportunity to participate in the SES programs offered after school and on Saturdays.
- The ELL students will be included in the arts programs such as: band, drama, chorus, art, and computer.
- **December 2010:** Title III funds will be used to establish the English Language Learner Academy. ELLs will attend three sessions. The first session will take place on December

28, 29, and 30th. Students will work for three hours each day to prepare for the ELA and NYSESLAT examinations. The next two sessions are scheduled for February 22, 23, and 24th and for April 19, 20 and 21st.

- **January 2011:** SINI funds will be used to enrich our ESL classroom libraries with bilingual materials.

Teacher Teams: For the 2010-2011 school year, a teacher team has been created to study JHS 157's ELL population. This team of five teachers contains two ESL teachers, one ELA teacher, and two Social Studies teachers. The team will study all available data and begin to utilize an inquiry approach to set goals for these students. This team will work in cycles to study data (NYSESLAT, ELA, Acuity and student work samples) identify specific needs, establish a long and short term goal, research and apply specific strategies for our Long Term English Language Learners. These instructional change strategies will be implemented with a small group instruction model in the ESL, Literacy and Social Studies classrooms. Ultimately, the team's goal is to identify and utilize effective strategies for our ELLs that will be established school wide. It is our belief that this process will enable our Long Term English Language Learners to obtain language proficiency.

Target Populations: ELL students, ESL Teachers Grades 6-9, Literacy Teachers grades 6-9, Literacy Coach, and Literacy/ELL Assistant Principal

Responsible Staff Members:

- 2 ESL Teachers
- 3 Literacy Teachers Grade 6
- 3 Literacy Teachers Grade 7
- 3 Literacy Teachers Grade 8
- Literacy Coach
- Literacy/ESL Assistant Principal
- Inquiry Team Members
- Instruction Consultant

Implementation Timelines: September 2010-June 2011 □

<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>☐ Funding Sources: As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Chapter 57 SQR Funds and human resources to implement this action plan from September 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Workshops/PD covered by per diem teacher coverages • AIS for ELL after school • Classroom libraries/support resources • Instruction Consultant (part time) • Instructional Curriculum Support CFN • Assistant Principal ESL, ELA • Literacy Coach (part time) • Teacher Team planning☐
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ Monitor and Adjust:</p> <p>Initial Indicator September 2010: The ESL and Literacy teachers will work to administer and to analyze an ELA Baseline assessment, the TCWRP formative assessment, the ELL assessment, and the Achieve 3000 initial assessment.</p> <p>Midterm Progress Point October/November 2010: ESL and Literacy teachers will administer and analyze Achieve 3000 assessments and analyze results of the ELL periodic assessment administered in Mid-October. The ELL Teacher Team will administer and analyze the results of the teacher-created vocabulary assessments as well as ELA and Social Studies student work samples at Teacher Team meetings.</p> <p>November 2010, a ELL study team will be working two times each month to research and to implement effective ESL strategies. Our ELL coordinator and an ELL coordinator from another school will conduct these sessions.</p> <p>Midterm Progress Point-January 2011: The ESL and Literacy teachers will administer and analyze the second TCRWP formative Assessment, The Achieve 3000 Assessment, Acuity Assessment, and culminating writing projects. The ELL Teacher Team will administer and analyze the results of the teacher created vocabulary assessments as well as ELA and Social</p>

Studies student work samples at Teacher Team meetings.

In **December of 2010**, there was an examination of the 6/751 and 8/951 registers. These classes had increased in registers: 6/751 contained 36 students; 8/951 contained 40 students. In our attempt to reduce the class size of these bridge classes, we simulataniously re- evaluated the grade curriculum content. The following plan was developed:

- The 6/751 bridge class was reorganized. The sixth grade students were placed in Class 651; the seventh grade students were placed in Class 751. The 8/951 bridge class was also reorganized. The 8th grade students were placed in Class 851; and the ninth grade students were placed in Class 951. This reorganization will allow for smaller class sizes and the equity of curriculum content for our ELL learners. Each of these classes continues to receive 11 periods of ESL instruction a week by a certified ESL instructor.

January 2011: Achieve 3000 data has indicated that few ELL students in the bottom third have increased in Lexile Level. The data has also indicated that some teachers have not been using the program for the specified amount of hours. Teachers have indicated they often experience technical problems with the lap tops when they put students on the program. We will call the technicians to service the equipment. We will also look into possibly purchasing new lap tops with Title III or SINI funds.

Midterm Progress Point-March 2011: The ESL and Literacy Teachers will administer and analyze the TCRWP formative Assessment Results and will also analyze culminating writing projects. The ELL Teacher Team will administer and analyze the results of the teacher created vocabulary assessments as well as the ELA and Social Studies student work samples at Teacher Team meetings.

End term Progress Point-June 2011: We will evaluate the 2011-2012 ELA and NYSESLAT exam results.

**Subject Area
(where relevant) :**

Teacher Teams/Data

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Subject/Area: Teacher Teams/Use of Data</p> <p>By June 2011, 25% of teacher teams that include Math and Special Education teachers (including Integrated Co-Teaching and Special Education Teacher Support Services Setss) will use qualitative and quantitative data to inform differentiated instruction as measured by school-based periodic data assessment reports.</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"/> Actions:</p> <ul style="list-style-type: none">• In September, staff will be surveyed to identify interests in different teacher teams.• Teacher Teams will be created based on survey results• 16 Collaborative Learning Communities will be created. These teams meet each Wednesday after school from 2:20pm-3:10pm. <p>The three types of teams are:</p> <ul style="list-style-type: none">• Student Focused Team: This team focuses on the academic progress of a targeted group of students. The team members conduct an analysis of all available data and create long and short term goals for the students. An

instructional strategy that will be implemented in the classroom is researched. The strategy is applied and assessments are conducted in order to evaluate each student's progress toward the achievement of the long and short term goals.

- **Curriculum Mapping Team:** This team focuses on aligning the curriculum to the Common Core State Standards. They also work to create new units of study (aligned with the CCSS) for the department.
- **Assessment Alignment and Development Team:** This team works to create student assessments on each grade in the areas of Mathematics.
- Acuity and Prosper assessments will be administered.
- Student work portfolios will be created in all subject area classrooms.
- Acuity and Prosper data will be generated and shared with the Teacher Teams.
- Teacher Teams will use this data to guide their Inquiry work.
- Data will be shared with teachers throughout the school. The data will be used to differentiate the instruction in the classroom.
- Professional Development sessions will be conducted on the topics of: Using Prosper, Analyzing Data to Drive Instruction, and The Inquiry Cycle.

Target Populations: Math Teachers Grades 6-9, Special Education Teachers: Self Contained, ICT, and Setss.

Responsible Staff Members:

- Special Education Teachers (Self Contained, ICT and Setss)
- Math Teachers Grades 6-9
- Math Coach (part time)
- Assistant Principals (Math and Special Education)
- Principal

	<p>Implementation 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"/> Funding Sources: As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Chapter 57 SQR Funds and human resources to implement this action plan from September 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Inquiry Team Meeting/Planning • Workshops/PD covered by prep period/per diem coverage • CTT to reduce student teacher-ratio • 2 Assistant Principals • Math coach (part time) • Instructional/Support CFN • Prosper Equipment
<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"/> Initial Indicator September 2010: The Math Teachers will administer and analyze a Baseline Assessment. The 9th Grade ELA and Math teacher will administer the Acuity Regents Predictive. Math and Science Teachers will create Prosper Assessments. Work portfolios will be organized in all classrooms. Teachers will prepare Teacher Assessment Notebooks to organize all data collected.</p> <p>Midterm Progress Point: October/November 2010: The Acuity Math Examination will be administered. Math, Science, and Social Studies Prosper assessments will be administered. All of this data will be brought to Teacher Team meetings. Team facilitators will assist teams in the analysis of data. Facilitators will bring Team updates to the October and November Instructional Leadership Team Meeting. The Instructional Leadership Team will support the Teacher Teams use of data to drive instruction. The Instructional Leadership Team will work to support the teachers' work. Administrators will conduct walkthroughs and observations to evaluate the differentiation of instruction in the classrooms. TANs will be reviewed to assess the use of data to differentiate instruction.</p> <p>November 2010: A survey of teachers indicated that to utilize the data effectively a template needs to be created. This template will assist teachers in analyzing various sources of data.</p>

December 2010: The Math Department created a template for teachers to use to analyze various Prosper and Acuity reports.

Midterm Progress Point-January 2011: The Math teachers will administer the second Acuity exam. Math, Prosper assessments will be administered. All of this data will be brought to Teacher Team meetings. Team facilitators will assist teams in the analysis of data. Facilitators will bring Team updates to the December and January Instructional Leadership Team Meeting. The Instructional Leadership Team will support the Teacher Teams use of data to drive instruction. The Instructional Leadership Team will work to support the teachers' work. Administrators will conduct walkthroughs and observations to evaluate the differentiation of instruction in the classrooms. TANs will be reviewed to assess the use of data to differentiate instruction.

January 2011: Prosper assessment results indicated a need for teachers to create individual unit plans for each class. Teachers are presently working on differentiated unit maps. Teachers are working during team meetings and after school each week to map the curriculum.

Midterm Progress Point-March 2011: The Math teachers will administer the third Acuity exam. Math, Prosper assessments will be administered. All of this data will be brought to Teacher Team meetings. Team facilitators will assist teams in the analysis of data. Facilitators will bring Team updates to the February and to the March Instructional Leadership Team Meetings. The Instructional Leadership Team will support the Teacher Teams' use of data to drive instruction. The Instructional Leadership Team will work to support the teachers' work. Administrators will conduct walkthroughs and observations to evaluate the differentiation of instruction in the classrooms. TANs will be reviewed to assess the use of data to differentiate instruction

End term Progress Point-June 2011: TBD

**Subject Area
(where relevant) :**

**Parent Engagement and
Communication**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>☐ Subject/Area: Parent Engagement and Communication</p> <p>By June 2011, there will be a 1% increase in parent engagement and communication as measured by parent response rate on the 2011-2012 School Environment Survey.</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>☐ Actions: Parent Communication</p> <p>Parents are invited to attend Curriculum Night in September. On this night, they meet their child’s teacher and learn about the curriculum taught in each subject area.</p> <p>Parents of our incoming 6th graders are invited to our school for an orientation.</p> <p>Our 8th and 9th grade students and their parents attend High School Information Night in order to learn about the High School application process.</p> <p>The “School Messenger System” will be available to parents. This phone system will allow them to listen to a message containing information concerning all school events.</p> <p>The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school functions/activities, and community services.</p> <p>The Parent Association will organize Family Activity Nights such as the Halsey Movie Night.</p> <p>School Notes is a website where teachers post assignments so that parents can track what their child is learning. The parents can also contact the teacher via the website.</p> <p>The DOE Halsey website will be updated regularly by our Technology Team. This web site also will provide parents with school information.</p> <p>Our Parent Coordinator will continue to create weekly notices and a Tri- Annual calendar to inform parents of all activities.</p> <p>Translation services will be available at all school meetings.</p> <p>Workshops will be conducted for parents of English Language Learners throughout the school year.</p> <p>The 21st Century Grant:</p> <ul style="list-style-type: none"> • 5 year program 7/08-6/13 • Program is in effect year round-after or before school-including holiday and summer. • Program offers academic, youth development, partnerships and support to parents and family members. • An onsite facilitator will be available for parents evenings and weekends. He/She will provide assistance with navigating the educational system and with supporting parents

	<p>with their own literacy and areas of need (i.e. education, employment, and housing etc.).</p> <ul style="list-style-type: none"> • Activities and classes will be offered to parents. • Counseling will also be available to those in need. <p>To encourage our parents to complete the School Survey we will offer the following:</p> <ul style="list-style-type: none"> • The Parent Coordinator will conduct a workshop on the School Survey Form. This workshop will also show parents how to complete the survey on-line. Individual tutorial appointments will be offered to parents as needed. • A survey mailbox will be placed in the main office. • The school computers will be available to parents to complete the survey. • Incentives will be given to each parent that completes a survey. • Incentives will be given to classes for full participation in the completion of the survey. <p>Target Populations: All Halsey Parents and Students Responsible Staff Members:</p> <ul style="list-style-type: none"> • Principal • 4 Assistant Principals • 3 Guidance Counselors • 2 Deans • 1 Parent Coordinator • All JHS 157 Teachers <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>☐ Funding Sources: As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Chapter 57 SQR Funds and human resources to implement this action plan from September 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Full-time Parent Coordinator: TL • School Messenger Service: TL/Software • Supplies/Materials: TL/FSF • Per Session Activities: TL <p>Translation Services: Title III Reimbursable☐</p>

Indicators of Interim Progress and/or Accomplishment

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

□

Monitor and Adjust:

Initial Indicator September/October 2010: Attendance at the following meetings will be monitored:

- PTA
- Curriculum Night
- SES Program Parent Night
- High School Night
- ELL Parent Meeting

Midterm Progress Point-November 2010: Attendance at the following meetings will be monitored:

- PTA
- Parent Teacher Conferences
- ELL Parent Meeting
- Parent Workshops conducted by the Parent Coordinator

December 2010: A review of the attendance data has indicated that parent attendance at all school meetings remains a concern. The Parent Coordinator will create and distribute a parent survey asking parents to identify barriers which may be preventing them from attending meetings. Once these barriers are identified, we will come up with a revised action plan.

Midterm Progress Point-January 2011: Attendance at the following meetings will be monitored:

- PTA
- ELL Parent Meeting
- Parent Workshops conducted by the Parent Coordinator

In **January 2011**, JHS 157 distributed a survey to the parents in an attempt to identify the barriers preventing parents from attending various school meetings. The data from this survey is presently being analyzed so that we may identify and remedy the barriers preventing our parents from being involved in our school community.

Midterm Progress Point-March 2011:

	<ul style="list-style-type: none"> • PTA • Parent Teacher Conferences • ELL Parent Meeting • Parent Workshops conducted by the Parent Coordinator <p>End term Progress Point-June/September 2011: An analysis of the number of completed Parent Survey Forms</p>
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> n/a
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>	<input type="checkbox"/>
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>	<input type="checkbox"/>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	
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Subject Area (where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> n/a
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>	<input type="checkbox"/>
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>	<input type="checkbox"/>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

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	130	69	15	25	25			
7	60	39	10	15	35			
8	62	48	24	11	25			
9	15	30	30	15	10			
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"/> <ul style="list-style-type: none"> • Small group and one-on-one intensive tutoring • SRA, Renzulli Learning, Achieve 3000 (ELL and Special Education Students) • Mandated Level 1 and 2 Students • Monday-Wednesday 2:20pm -3:10pm
Mathematics:	<input type="checkbox"/> <ul style="list-style-type: none"> • Small group one-on-one intensive tutoring • Mandated Level 1 and 2 Students • Monday-Wednesday 2:20-3:10 pm • Teacher Created Materials: Targeted Math Instruction • Renzulli Learning • Mathematics Regents Tutoring • Monday-Thursday 2:20pm-3:10pm
Science:	<input type="checkbox"/> <p>Science Regents Support</p> <ul style="list-style-type: none"> • Small Group and one-on-one tutoring • Monday and Tuesdays 2:20-3:10pm
Social Studies:	<input type="checkbox"/> <ul style="list-style-type: none"> • Small group and one-on-one intensive tutoring • SRA, Renzulli Learning, Achieve 3000 (ELL and Special Education Students) • Teachers use content area reading to target both Social Studies and ELA • Mandated Level 1 and 2 Students (ELA) • Monday-Wednesday 2:20pm -3:10pm
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <p>6th and 7th Grade</p> <ul style="list-style-type: none"> • Follow up with At Risk Students • One-on-one

	8 th Grade <ul style="list-style-type: none"> • Individual Student Counseling for non-mandated students • High School Applications
At-risk Services Provided by the School Psychologist:	Not Applicable
At-risk Services Provided by the Social Worker:	Not Applicable
At-risk Health-related Services:	Not Applicable

□

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

NCLB/SED requirement for all schools

TITLE III PLAN

2010-2011

DBN : 28Q157

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)

6-9

Number of Students to be Served:

LEP 140

Non-LEP 935

Number of Teachers 2

Other Staff (Specify) 1 Assistant Principal

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.

Although our English Language Learners have made progress, these students did not meet annual yearly progress. Our school's accountability status is Restructuring Year 1 (*Focused*) due to the achievement gap in the area of ELA for our English Language Learners.

For the 2010-2011 school year, a teacher team has been created to study JHS 157's ELL population. This team of five teachers contains two ESL teachers, one ELA teacher, and two Social Studies teachers. The team will study all available data and begin to utilize an inquiry approach to set goals for these students. This team will work in cycles to study data (NYSESLAT, ELA, Acuity, and student work samples) identify specific needs, establish a long and short term goal, research, and apply specific strategies for the teaching of our English Language Learners. These instructional change strategies will be implemented with a small group instruction model in the ESL, Literacy, and Social Studies classrooms. Ultimately, the team's goal is to identify and utilize effective strategies for our ELLs that will be established school wide. It is our belief that this process will enable our Long Term English Language Learners to obtain language proficiency.

As of **January 2011**, the ELL Teacher Team has analyzed the NYSESLAT, ELA, Acuity, TCWRP, ELL Assessment, and Achieve 3000 data. This team has identified ELL students in the bottom third. Also, the team has analyzed the data for the Long Term English Language Learners who have been in the country for 6 or more years and who have not tested proficient on the NYSESLAT examination. These students remain at an intermediate or advanced level of English proficiency and continue to need ESL services. The teacher team is working to target these groups of students.

It is our goal to provide all teachers of ELLs with extensive Professional Development opportunities. The ESL and Literacy Teachers of ELL students will participate in Achieve 3000 training throughout this school year. The Teacher Team studying the English Language Learners will also share the best practices they have identified in their inquiry work with the English Language Learners. These strategies will be shared with the entire school community at Department Conferences.

Beginning **November 2010**, a ELL study team will be working two times each month to research and implement effective ESL strategies. Our ELL coordinator and an ELL coordinator from another school will conduct these sessions.

Beginning and Intermediate ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Advanced ESL students receive 180 minutes, or 4 periods of ESL instruction a week. Students receive support in the content areas with a push-in model. Prior to January 2011, there were two bridge ESL classes for Beginning and Intermediate ESL students. The program was a block model (the class traveled together as a group). One class serviced the grades 6 and 7 Beginner and Intermediate students; another class serviced the grades 8 and 9 Beginner and Intermediate students. In **December of 2010**, there was an examination of the 6/751 and 8/951 registers. These classes had increased in registers: 6/751 contained 36 students; 8/951 contained 40 students. In our attempt to reduce the class size of these bridge classes, we simultaneously were able to reevaluate the grade curriculum content. The following plan was developed:

- The 6/751 bridge class was reorganized: the sixth grade students were placed in Class 651; the seventh grade students were placed in Class 751. The 8/951 bridge class was also reorganized: The 8th grade students were placed in Class 851; the ninth grade students were placed in Class 951. This reorganization will allow for smaller class sizes and equity of curriculum content for our ELL learners. Each of these classes continues to receive 11 periods of ESL instruction a week by a certified ESL instructor.

The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period, and a closing. The Intermediate and Advanced ELL students work through genre studies and concept units developed with essential and guided questions. The Beginning ELL students focus on the skills of reading, writing, listening, and speaking through the use of genre and concept units of study. We strive to provide our ELLs with equity of curriculum. Fiction and Non-Fiction Guided Reading Libraries were purchased for the ESL classroom in order to support the teacher in providing the students with guided reading and small group instruction. As the need and availability arise, the ESL teachers will utilize the lap tops and Smart Boards in an attempt to make learning visual for these students.

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

The Extended Day After-School Program for Beginners and for Intermediate ESL students takes place from 2:20 P.M. to 3:10 P.M. Monday-Wednesday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. An additional after-school content area support program will be offered to all of our ELL students.

To provide additional support to all of our English Language Learners, the Achieve 3000 Program will be implemented with the ELL students. The program will be used as a supplemental program in the ELA classroom. The ELL students will use the program for two 45 minute periods each week. The Achieve 3000 program is a researched-based program with proven methodology to advance English Language Learners’ literacy achievement. The program uses an initial assessment to obtain students’ Lexile levels. The assessment tool determines each student’s level of comprehension for informational text. Students are then assigned level-appropriate, standards-aligned non-fiction assignments. These assignments are worked on in the classroom and can also be accessed at home. This supplemental education program supports students’ development of English Language skills by requiring them to:

- Set a schema
- Read for information
- Construct meaning
- Form an opinion

Title III funds will be used to create the ELL Academy. The first session will take place on December 28, 29, and 30th. Students will work for three hours each day to prepare for the ELA and NYSESLAT exams. The next two sessions are scheduled for February 22, 23, and 24th and for April 19, 20 and 21st. The Title III funds will also be used to continue our subscription to the Achieve 3000 online literacy program. In addition, we will purchase supplemental bilingual materials for the ESL classroom libraries.

In **January 2011**, JHS 157 received SINI funds. The SINI funds will be used to provide teachers of English Language Arts Learners extensive professional development. As of January 2011, JHS 157 is in the process of meeting with representatives from both West Ed(Qtel) and The Internationals Network to establish a thorough professional development program for our teachers. The SINI funds will also be used to enrich our ELL classroom libraries.

Section III. Title III Budget

School: JHS 157
BEDS Code: 342800010157

Allocation Amount: \$22,830		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must	4Teachers 9 Days	<input type="checkbox"/> Title III funds will be used to establish the English Language Learner Academy. ELLs will attend three sessions. The first session will take place

<p>account for fringe benefits) - Per session - Per diem</p>	<p>4 Hours per day Per Session Rate: \$49.89 Cost: \$7234.00</p> <p>1 Supervisor 9 Days 4 hours per day Per Session Rate: \$52.21 Cost: \$2244.00</p> <p>Total Cost: \$9,400.78</p>	<p>on December 28, 29, and 30th. Students will work for four hours each day to prepare for the ELA and NYSESLAT exams. The next two sessions are scheduled for February 22, 23, and 24th and for April 19, 20 and 21st.</p>
<p>Purchased services - High quality staff and curriculum development contracts</p>		<input type="checkbox"/>
<p>Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	<p>\$744.95 each 4 Notebooks Cost:\$2979.80</p> <p>Cost: \$343.42</p> <p>Total: \$3323.22</p>	<p>-4 Hewlitt Packard Notebooks</p> <p>-Bilingual materials to enhance ESL classroom libraries</p>
<p>Educational Software (Object Code</p>	<p>\$10,106.00</p>	<p><input type="checkbox"/>-Achieve 3000 Site Licenses for 100 users. Subscription Period 8/01/11-</p>

199)		6/30/12
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	\$22,830	

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.

□

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

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

□

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

Part B: Strategies and Activities

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.

□

A designated Parent Coordinator is the point person who makes arrangements for parent translation and interpretation services. As translation services are provided in-house, the school has a list of all bilingual staff. These staff members provide additional support for non-English speaking parents.

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

□

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	N/A	\$516,046	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,160		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	n/a	*	
4. Enter the anticipated 10% set-aside for Professional Development:	n/a	*	

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

There were 100% High-Quality Teachers in the core academic subjects during the 2009-2010 school year.

5. 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.

During the 2009-2010 school year 100% of our teachers were high quality.

* Federal waiver granted; additional set-asiders 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.

□

1. School Parent Involvement Policy

In accordance with the Elementary and Secondary Education Act (ESEA), JHS 157 has organized a team of parents, teachers, and administrators to create a School Parent Involvement Policy. This policy outlines the programs and the procedures which will be planned for the parent community during the 2010-2011 school year. We believe that by developing a strong partnership with parents we will ensure the academic, social and emotional development of our students. The Parent Involvement Policy and the School-Parent Compact were distributed to all Title 1 parents on October 21, 2010 at the Title 1 Annual Parent Meeting. It will also be distributed at Parent Association Meetings and the Parent Teacher Conference Day.

Process of Implementation

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

A preliminary analysis of the 2009-2010 Learning Environment Survey indicated that the parents of JHS 157 would recommend that the school work to improve parental communication. The following are programs and activities planned to address this area in need of improvement:

- Parents will be invited to attend Curriculum Night in September. On this night, parents will meet the teachers of their children and they will learn about the curriculum taught in each subject area.
- Parents of our incoming 6th graders will be invited to our school for an orientation.
- Our 8th and 9th grade students and their parents will attend High School Information Night in order to learn about the High School application process.
- The “School Messenger System” will be available to parents. This phone system will allow them to listen to a message containing information concerning all school events.

- The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school functions/ activities, and community services.
- The Parent-Teacher Association will organize Family Activity Nights such as the Halsey Movie Night.
- School Notes, a website where teachers post assignments so that parents can track what their child is learning, is made available this site will also allow parents to contact the teacher via the website.
- The DOE Halsey website will be updated regularly by our Technology Team. This web site also will provide parents with school information.
- Our Parent Coordinator will continue to create weekly notices and a Tri- Annual calendar to inform parents of all activities.
- Urban Advantage will enable parents and their children to visit the city's museums and cultural sites free of charge while providing the 7th and 8th grade students access to information for their Exit Projects.
- A Multi-Cultural Night brings parents and students together to share dance, food, and customs from around the world.
- **The 21st Century Grant:**
 - 5 year program 7/08-6/13
 - Program is in effect year round-after or before school-including holiday and summer.
 - Program offers academic, youth development, partnerships and support to parents and to family members.
 - An onsite facilitator will be available for parents evenings and weekends. He/She will provide assistance with navigating the educational system and with supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.).
 - Activities and classes will be offered to parents.
 - Counseling will also be available to those in need.
 -
- **To encourage our parents to complete the School Survey we offer the following:**
 - The Parent Coordinator will conduct a workshop on the School Survey Form. This workshop will also show parents how to complete the survey on-line. Individual tutorial appointments will be offered to parents as needed.
 - A survey mailbox will be placed in the main office.
 - The school computers will be available to parents to complete the survey.
 - Incentives will be given to each parent who completes a survey.
 - Incentives will be given to classes for full participation in the completion of the survey.

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.

□

JHS 157 2010-2011 School-Parent Compact

I. School Responsibilities:

JHS 157 will:

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

II. Parent Responsibilities:

The Parents of JHS 157 will:

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

III. Student Responsibilities:

The Students of JHS 157 will:

- Attend school each day.
- Arrive to school on time.

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Refer to Section IV: Needs Assessment
Refer to Section VI: Action Plans

2. Schoolwide reform strategies that:

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

Refer to Section IV: Needs Assessment
Refer to Section VI: Action Plans

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.

Refer to Section IV: Needs Assessment
Refer to Section VI: Action Plans
o Help provide an enriched and accelerated curriculum.

Refer to Section IV: Needs Assessment
Refer to Section VI: Action Plans

o Meet the educational needs of historically underserved populations.

Refer to Section IV: Needs Assessment
Refer to Section VI: Action Plans

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 program.

Refer to Section IV: Needs Assessment
Refer to Section VI: Action Plans

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

Refer to Section IV: Needs Assessment
Refer to Section VI: Action Plans

3. Instruction by highly qualified staff.

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

□ Throughout the 2010-2011 school year the professional development focus in all of the departments will be on understanding and implementing the Common Core Curriculum State Standards. Teachers will work in teams to revise curriculum in order to address the CCSS. It is our belief that the CCSS will prepare our students for high school and for college.

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

During the 2010-2011 school year, 100% of the teachers teaching in core academic subjects are high-quality/highly qualified teachers.

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

□

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

- Parents will be invited to attend Curriculum Night in September. On this night, parents will meet their child's teachers and they will learn about the curriculum taught in each subject area.
- Parents of our incoming 6th graders will be invited to our school for an orientation.
- Our 8th and 9th grade students and their parents will attend High School Information Night in order to learn about the High School application process.
- The "School Messenger System" will be available to parents. This phone system will allow parents to listen to a message containing information concerning all school events.
- The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school functions/ activities, and community services.
- The Parent Teacher Association will organize Family Activity Nights such as the Halsey Movie Night.
- School Notes is a website where teachers post assignments so that parents can track what their child is learning. The parents can also contact the teacher via the website.
- The DOE Halsey website will be updated regularly by our Technology Team. This web site also will provide parents with school information.
- Our Parent Coordinator will continue to create weekly notices and a Tri- Annual calendar to inform parents of all activities.
- Monthly meetings will be conducted by the ESL coordinator for our parents of English Language Learners.
- Urban Advantage will enable parents and their children to visit the city's museums and cultural sites free of charge while providing the 7th and 8th grade students access to information for their Exit Projects.
- A Multi-Cultural Night brings parents and students together to share dance, food, and customs from around the world.
- **The 21st Century Grant:**
 - 5 year program 7/08-6/13
 - Program is in effect year round-after or before school-including holiday and summer.
 - Program offers academic, youth development, partnerships and support to parents and family members.

- An onsite facilitator will be available for parents evenings and weekends. He/She will provide assistance with navigating the educational system and with supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.).
 - Activities and classes will be offered to parents.
 - Counseling will also be available to those in need.
 - **To encourage our parents to complete the School Survey we offer the following:**
 - The Parent Coordinator will conduct a workshop on the School Survey Form. This workshop will also show parents how to complete the survey on-line. Individual tutorial appointments will be offered to parents as needed.
 - A survey mailbox will be placed in the main office.
 - The school computers will be available to parents to complete the survey.
 - Incentives will be given to each parent that completes a survey.
 - Incentives will be given to classes for full participation in the completion of the survey.
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.

Teacher Teams

JHS 157 has 16 Collaborative Learning Communities. These teams meet each Wednesday after school from 2:20pm-3:10pm. The three types of teams are:

- **Student Focused Team:** This team focuses on the academic progress of a targeted group of students. The team members conduct an analysis of all available data and create long and short term goals for the students. An instructional strategy that will be implemented in the classroom is researched. The strategy is applied and assessments are conducted in order to evaluate each student's progress toward the achievement of the long and short term goals.
- **Curriculum Mapping Team:** This team focuses on aligning the curriculum to the Common Core State Standards. They also work to create new units of study (aligned with the CCSS) for the department.
- **Assessment Alignment and Development Team:** This team works to create student assessments on each grade in the areas of Mathematics, Science and Social Studies.

6th Grade Integrated Co-Teaching Team: This team is focusing on student progress in the area of comprehension. The Team is working with targeted students in Class 631.

7th Grade Integrated Co-Teaching Team: This team is focusing on student progress in the area of comprehension. The present focus is the skill of evaluating the accuracy and validity of information. The teachers in the Math, Literacy, and Social Studies classrooms will be working on this specific skill with the targeted students in Class 731.

8th Grade Integrated Co-Teaching Team: This team is focusing on student progress in the area of comprehension. The present focus is the skill of sequencing. The teachers in the Math, Literacy and Social Studies classrooms will be working on this specific skill with targeted students in Class 831.

9th Grade Integrated Co-Teaching Team: This team is focusing on student progress in the area of comprehension. The teachers are working with a targeted group of students in class 931.

Curriculum Mapping 6th Grade Literacy: This group of 6th grade Literacy Teachers is working to create a curriculum map aligned with the Common Core State Standards for a Vignette (Narrative Account) unit of study.

Curriculum Mapping 7th Grade Literacy: This group of 7th grade Literacy Teachers is working to create a curriculum map aligned with the Common Core State Standards for the Executive Summary (Persuasive Essay) unit of study.

Curriculum Mapping 8th Grade Literacy: This group of 8th grade Literacy Teachers is working to create a curriculum map aligned with the Common Core State Standards for the Feature Article (Report) unit of study.

Curriculum Mapping/Assessment Alignment and Development Grades 6/7 Math: This team is working to create assessments which are in alignment with the curriculum which are uniform across the grade.

Curriculum Mapping/Assessment Alignment and Development Grade 8 Math: This team is working create assessments which are in alignment with the curriculum which are uniform across the grade.

Science Department Assessment Alignment and Development: This team is working create assessments which are in alignment with the curriculum which are uniform across the grade.

Curriculum Mapping 6th Grade Social Studies: This team is working to create curriculum maps which will address the Common Core State Standards.

Student Focused English Language Learners Team: This team is working to improve the Literacy skills of our English Language Learners. The team's focus is on vocabulary development in the content areas.

Student Focused Self Contained Special Education: This team is working to improve the Literacy skills of our Self Contained Special Education Students. The team's focus is on the improvement of student writing.

Foreign Language Assessment Alignment and Development: This team is working to align curriculum to the Check Point A exam.

The Arts Curriculum Mapping/Assessment Development: This team is working to align curriculum across the arts disciplines. For example, the Art Teacher and the Drama Teacher are working together to align their curriculum.

Physical Education Curriculum Development: This team is analyzing the data from the Fitness Gram.

□

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.

□

Refer to Section IV: Needs Assessment
Refer to Section VI: Action Plan

□

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

□

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

The following are specifics of the 21st Century Grant:

- 5 year program 7/08-6/13
- Program is in effect year round-after or before school-including holiday and summer.
- Program offers academic, youth development, partnerships and support to parents and family members.

- An onsite facilitator will be available for parents evenings and weekends. He/She will provide assistance with navigating the educational system and with supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.).
- Activities and classes will be offered to parents.
- Counseling will also be available to those in need.

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.	Page#(s)
		Yes	No	N/A			
Title I, Part A (ARRA)	Federal	Yes			\$510,886	True	Refer to Action Plans
Title III	Federal	Yes			\$25,662	True	Refer to the Action Plans
Tax Levy	Local	Yes			\$4,785,171	True	Refer to Action Plans

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.

n/a

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

n/a

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;

n/a

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

n/a

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

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

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

n/a

7. Provide strategies to increase parental involvement; and

n/a

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

n/a

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 (year 1) - 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.

The analysis of JHS 157's 2009-2010 accountability and status report has indicated that Adequate Yearly Progress (AYP) was achieved in the areas of Math, Social Studies and Science for all disaggregated groups. However, AYP was not achieved in the area of ELA for the English Language Learners. The adjustment to the 2010 New York State ELA criteria for a Level 3 or 4 and the New York State's college and career readiness initiative has "raised the bar" for our students. Therefore, we must implement strategies and revise curriculum to assist our English Language Learners in meeting these new rigorous standards. Throughout the 2010-2011 school year, our school community will work to address the needs of our English Language Learners.

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.

The analysis of JHS 157's 2009-2010 Accountability and Status Report has indicated that Adequate Yearly Progress (AYP) was achieved in the areas of Math, Social Studies and Science for all disaggregated groups. However, AYP was not achieved in the area of ELA for the English Language Learners.

English Language Learners/ELA

Although our English Language Learners have made progress, these students did not meet annual yearly progress. Our school's accountability status is Restructuring Year 1 (*Focused*) due to the achievement gap in the area of ELA for our English Language Learners.

For the 2010-2011 school year, a teacher team has been created to study JHS 157's ELL population. This team of five teachers contains two ESL teachers, one ELA teacher, and two Social Studies teachers. The team will study all available data and will begin to utilize an inquiry approach to set goals for these students. This team will work in cycles to study data (NYSESLAT, ELA, Acuity and student work samples) identify specific needs, establish a long and short term goal, research, and apply specific strategies for our English Language Learners. These instructional change strategies will be implemented with a small group instruction model in the ESL, Literacy, and Social Studies classrooms. Ultimately, the team's goal is to identify and utilize effective strategies for our ELLs that will be established school wide. It is our belief that this process will enable our Long Term English Language Learners to obtain language proficiency.

As of **January 2011**, the ELL Teacher Team has analyzed the NYSESLAT, ELA, Acuity, TCWRP, ELL Assessment, and Achieve 3000 data and has identified ELL students in the bottom third. Also, the team has analyzed the data for the Long Term English Language Learners who have been in the country for 6 or more years and who have not tested proficient on the NYSESLAT examination. These students remain at an intermediate or advanced level of English proficiency and continue to need ESL services. The teacher team is working to target these groups of students.

It is our goal to provide all teachers of ELLs with extensive Professional Development opportunities. The ESL and Literacy Teachers of ELL students will participate in Achieve 3000 training throughout this school year. The Teacher Team studying the English Language Learners will also share the best practices that they have identified in their inquiry work with the English Language Learners. These strategies will be shared with the entire school community at Department Conferences.

Beginning **November 2010**, a ELL study team will be working two times each month to research and implement effective ESL strategies. Our ELL coordinator and an ELL coordinator from another school will conduct these sessions.

Beginning and Intermediate ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Advanced ESL students receive 180 minutes, or 4 periods of ESL instruction a week. Students receive support in the content areas with a push-in model. Prior to January 2011, there were two bridge ESL classes for Beginning and Intermediate ESL students. The program was a block model (the class traveled together as a group). One class serviced the grades 6 and 7 Beginner and Intermediate students; another class serviced the grades 8 and 9 Beginner and Intermediate students. In **December of 2010**, there was an examination of the 6/751 and 8/951 registers. These classes had increased in registers. 6/751 contained 36 students and 8/951 contained 40 students. In our attempt to reduce the class size of these bridge classes, we simultaneously re- evaluated the grade curriculum content. The following plan was developed:

- The 6/751 bridge class was reorganized. The sixth grade students were placed in Class 651; the seventh grade students were placed in Class 751. The 8/951 bridge class was also reorganized. The 8th grade students were placed in Class 851; the ninth grade students were placed in Class 951. This reorganization will allow for smaller class sizes and equity of curriculum content for our ELL learners. Each of these classes continues to receive 11 periods of ESL instruction a week by a certified ESL instructor.

The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period, and a closing. The Intermediate and Advanced ELL students work through genre studies and concept units that are developed with essential and guided questions. The Beginning ELL students focus on the skills of reading, writing, listening, and speaking through the use of genre and concept units of study. We strive to provide our ELLs with equity of curriculum. Fiction and Non-Fiction Guided Reading Libraries were purchased for the ESL classroom in order to support the teacher in providing the students with guided reading and small group instruction. As the need and availability arise, the ESL teachers will utilize the laptops and Smart Boards in an attempt to make learning visual for these students.

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

The Extended Day After-School Program for Beginners and for Intermediate ESL students takes place 2:20 P.M. to 3:10 P.M. Monday-Wednesday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. An additional after-school content area support program will be offered to all of our ELL students.

To provide additional support to all of our English Language Learners, the Achieve 3000 Program will be implemented with the ELL students. The program will be used as a supplemental program in the ELA classroom. The ELL students will use the program for two 45 minute periods each week. The Achieve 3000 program is a researched-based program with proven methodology to advance English Language Learners' literacy achievement. The program uses an initial assessment to obtain student's Lexile levels. The assessment tool determines each student's level of comprehension for informational text. Students are then assigned level-appropriate, standards-aligned non-fiction assignments. These assignments are worked on in the classroom and can also be accessed at home. This supplemental education program supports students' development of English Language skills by requiring them to:

- Set a schema
- Read for information
- Construct meaning
- Form an opinion

Title III funds will be used to create the ELL Academy. The first session will take place on December 28, 29, and 30th. Students will work for three hours each day to prepare for the ELA and NYSESLAT exams. The next two sessions are scheduled for February 22, 23, and 24th and for April 19, 20 and 21st. The Title III funds will also be used to continue our subscription to the Achieve 3000 online literacy program. In addition, we will purchase supplemental bilingual materials for the ESL classroom libraries.

In **January 2011**, JHS 157 received SINI funds. The SINI funds will be used to provide teachers of English Language Arts Learners extensive professional development. As of January 2011, JHS 157 is in the process of meeting with representatives from both West Ed(Qtel) and The Internationals Network to establish a thorough professional development program for our teachers. The SINI funds will also be used to enrich our ELL classroom libraries.

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.

This year teachers will participate in professional development sessions which focus on the Common Core State Standards. Ten percent of Title I funds will be used to send teachers to professional development sessions on the CCSS.

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

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

- orientate the mentee to the school
- assist the mentee to identify and access school resources
- assist the mentee to carry out clerical responsibilities
- assist the mentee to develop classroom rituals and routines
- assist the mentee with classroom management approaches
- assist the mentee with workshop model classroom setup
- assist the mentee with curriculum examination and analysis in order to lesson plan according to the New York State standards
- assist the mentee with lesson planning using a Brain Research model template
- assist the mentee with formal and informal assessment strategies
- assist the mentee with analysis of student work using New York State standards-based tasks and rubrics
- assist the mentee with formulating and implementing differentiation of instruction
- assist the mentee to communicate with parents

- assist the mentee to prepare for parent-teacher conferences
- arrange for the mentee to visit content area teachers classrooms
- prepare the mentee for supervisory observations
- model ...
- co-teach...
- log the mentored activities of the mentee

□

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

□

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

- At Parent Association meetings the principal will explain the school's present designation (Restructuring Year 1ELL/ELA) and his plan to address the school's needs for its ELL population.
- Letters will be distributed to students to take home which explain the school's current status.
- At School Leadership Team meetings the team will analyze school data and develop a plan for improvement. The parents on this team will act as the liaisons to the parent community.
- At the Title 1 Parent Meetings the team will analyze school data and develop a plan for improvement. The parents on this team will also act as the liaisons to the parent community.
- The Parent Coordinator will conduct parent workshops to deliver and to explain the school's present designation.

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.)

JHS 157 presently has one student in Temporary Housing (Report 10/6/10)

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

JHS 157's guidance counselors will work as a team to analyze the academic and attendance data of the students in temporary housing. The counselors will devise an individualized academic and counseling plan for each of these students based on the data they have collected.

These students will participate in weekly at risk counseling sessions with the guidance counselors. The guidance counselors will also collaborate with the classroom teachers to monitor and revise learning outcomes for these students. Supplies will be provided to these students as needed. They will participate in Extended Day Literacy and Math sessions to support their literacy and math skills. Students in Temporary Housing will also be offered Supplementary Educational Services Programs after school and on Saturdays.

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).
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
n/a
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_28Q157_011111-122642.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 CFN 208	District 28	School Number 157	School Name Stephen A. Halsey
Principal Mr. Vincent Suraci		Assistant Principal Ms. Angela Lisa	
Coach Ms. J. Fellin		Coach Ms. T. Beinstock	
Teacher/Subject Area Ms. S. Hussain/ESL		Guidance Counselor Ms. B. Goodstein	
Teacher/Subject Area Ms. M. Napolitano/ELA		Parent Ms. A. Ferataovic	
Teacher/Subject Area Ms. Z. Borsky/Math		Parent Coordinator Ms. V. Dente	
Related Service Provider Ms. S. Sussman/IEP Teacher		Other Ms. Benza Instruction Consult.	
Network Leader Mr. J. O'Mahoney		Other type here	

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	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1075	Total Number of ELLs	140	ELLs as Share of Total Student Population (%)	13.02%
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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.

Paste response to questions 1-6 here

The present ELL Program offered at JHS 157 for the 2010-2011 school year, consists of a free-standing ESL program of 140 students. We strive to support parents in making an educated decision about their child's placement. JHS 157 ensures that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). When a parent registers a child, the parent is provided with a one-on-one conference with the ELL Coordinator and/or a guidance counselor along with the Parent Coordinator, Ms. Virginia Dente. At this meeting, parents are informed of their options. They are offered the viewing of the Orientation Video in their home language. Also, they are provided with materials about each program in their home language. At this meeting, parents are informed that their child has the right to placement in a bilingual class if there are sufficient numbers of entitled students with the same home language and grade. They are also informed that if there are not sufficient numbers of students to form a TBE program, they have the option of transferring to another school in the district that has this program. At this meeting, parents are encouraged to ask questions regarding their options. Parents are provided with the Home Language Identification Survey (HLIS), Program Selection Form and the Parent Survey in their native language. We also offer parents the opportunity to make another appointment when necessary. In addition, a parent meeting was conducted on October 14, 2010 and on October 19, 2010. The October 19th meeting was conducted in the evening to maximize parent attendance. At this meeting, the "Welcome to New York" video was show. This provided parents with an understanding of how to be proactive in their child's education. Also, an overview of the different SES programs was presented. Parents were provided support in the completion of the SES applications. The entire meeting was translated for parents into Spanish, Russian, Chinese and Hindi.

All Parent Survey forms are reviewed by the members LAP Committee and trends are identified. According to a review of Home Language Surveys, the program of choice selected by parents has routinely been ESL.. For the months of September and October, 25 parent surveys were completed. ESL was chosen on all of the parent survey forms. The rationale by the parents surveyed has been that their children can use their native language at home. Parents want their children to learn English in school. The LAP Committee will address the growing desire for TBE as needed.

All of our ELLs are evaluated annually through the administration of the NYSESLAT Examination.

Ms. Sahar Hussain, a certified ESL teacher is responsible for conducting the initial screening to identify students who may be English Language Learners. She then administers the Language Assessment Battery Revised (LAB-R). The Language Allocation Policy Team and the School Based Instructional Leadership Team work to evaluate all students' NYSESLAT and LAB-R data. The areas of listening, speaking, reading, and writing are analyzed. The areas of strengthens and weakness are then identified. The team then makes a recommendation for student placement.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1	1	1	1				4
Push-In							1	1	1	1				4
Total	0	0	0	0	0	0	2	2	2	2	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	84	Special Education	47
SIFE	15	ELLs receiving service 4-6 years	54	Long-Term (completed 6 years)	9

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 84	<input type="checkbox"/> 12	<input type="checkbox"/> 15	<input type="checkbox"/> 54	<input type="checkbox"/> 2	<input type="checkbox"/> 27	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 147
Total	<input type="checkbox"/> 84	<input type="checkbox"/> 12	<input type="checkbox"/> 15	<input type="checkbox"/> 54	<input type="checkbox"/> 2	<input type="checkbox"/> 27	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 147

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

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														0
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													

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	
	EL L	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							16	9	16	6				47
Chinese							2	0	0	0				2
Russian							10	16	15	8				49
Bengali									1					1
Urdu							1	1	0	1				3
Arabic									1	1				2
Haitian										1				1
French									1					1
Korean														0
Punjabi														0
Polish									1					1
Albanian														0
Other							5	11	11	6				33
TOTAL	0	0	0	0	0	0	34	37	46	23	0	0	0	140

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.

Beginning and Intermediate ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Advanced ESL students receive 180 minutes, or 4 periods of ESL instruction a week. Students receive support in the content areas with a push-in model. Prior to January 2011, there were two bridge ESL classes for Beginning and for Intermediate ESL students. The program was a block model (the class traveled together as a group). One class serviced the grades 6 and 7 Beginner and Intermediate students; another class serviced the grades 8 and 9 Beginner and Intermediate students. In December of 2010, there was an examination of the 6/751 and 8/951 registers. These classes had increased in registers. 6/751 contained 36 students; 8/951 contained 40 students. In our attempt to reduce the class size of these bridge classes, we simultaneously were able to reevaluate the grade curriculum content. The following plan was developed:

The 6/751 bridge class was reorganized. The sixth grade students were placed in Class 651; the seventh grade students were placed in Class 751. The 8/951 bridge class was also reorganized. The 8th grade students were placed in Class 851; the ninth grade students were placed in Class 951. This reorganization will allow for smaller class sizes and equity of curriculum content for our ELL learners. Each of these classes continues to receive 11 periods of ESL instruction a week by a certified ESL instructor.

There are 3 classes which contain ESL Advanced students. Advanced students are grouped in one class on each grade. A certified ESL teacher works with these classes. Our students who have achieved proficiency are often placed in classrooms with Advanced ESL students. These students receive the benefit of an additional teacher pushing into the content area classrooms to provide them with continued support for two years after reaching NYSESLAT proficiency. In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the English language learners.

All content area instruction is delivered in English. Native Language support is provided with translation dictionaries. The content area teachers of English Language Learners are working to learn and utilize a variety of instructional approaches to support students' understanding of vocabulary. Many of the content area teachers are participating in professional development sessions on utilizing ESL strategies in the content area classrooms.

All ESL students (SIFE, Newcomers, 4-6 years and Long Term ELLs, Special Needs ELLs) receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the English Language Learners. The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period, and a closing. The Intermediate and Advanced ELL students work through genre and concept units. The beginning ELL students focus on the skills of reading, writing, listening and speaking through the use of genre and concept units. We strive to align our ESL instruction with the ELA curriculum for each grade. Two times per week, the ESL teachers utilize the laptop computers to allow the students to work on the Achieve 3000 program. All of our ELLs (SIFE, Newcomers, 4-6 years, and Long Term ELLs, Special Needs ELLs) will work with the Achieve 3000 program.

Classroom instruction implements authentic reading, writing, listening and speaking activities, in order to prepare the students for the NYSESLAT examination. Students will also be immersed in writing across genres: explanatory, narrative, argumentative, and informative. In addition, a writing portfolio will be compiled for each child. All ELL students will be assessed with the Teachers' College Reading Record Assessment three times throughout the school year. This assessment will provide the teacher with each individual student's independent and instructional reading levels. This will allow the teacher to utilize guided reading groups in order to model reading strategies for these students.

Our ELL students will take the Acuity and the ELL periodic assessment tests this school year. The ESL teachers will use this valuable information to implement small group instruction. The ESL teacher's goal is to individually personalize the instruction to meet the needs of each student.

Title III funds will be used to implement the ELL Academy. ELL students will attend three sessions. The first session will take place on December 28, 29, and 30th. Students will work for three hours each day to prepare for the ELA and NYSESLAT exams. The next two sessions are scheduled for February 22, 23, and 24th and for April 19, 20 and 21st.

The Extended Day After-School Program for Beginners, Intermediate and Advanced ELL students takes place from 2:20 P.M. to 3:10 P.M. Monday-Wednesday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. During Extended Day, students may use the computers to participate in a language lab. The English Language Learners at JHS 157 are also participating in the Supplemental Educational Services program. Students attend the program after school from 3:15 P.M. to 4:15 P.M. and on Saturdays. In this program, teachers assess the students in both literacy and math, create individual student educational goals, and work with students to strengthen math and literacy skills.

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

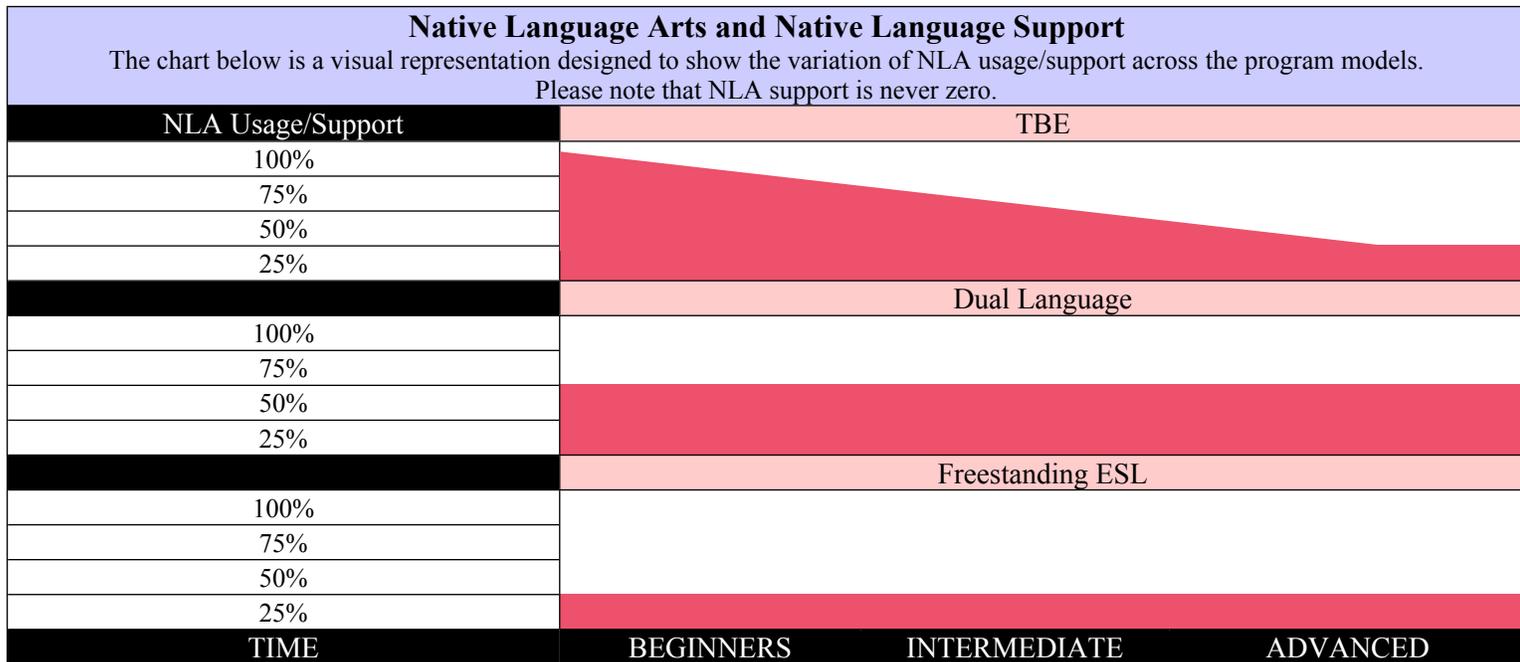
Beginning

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



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?

5. All of our Beginner and Intermediate English Language Learners participate in the Achieve 3000 intervention program. The ESL teachers will use the program for two 45 minute periods per week with the beginning, intermediate and advanced ESL students in grades 6-9. The Achieve 3000 program is a researched-based program with proven methodology to advance ELL student literacy achievement. The program uses the initial assessment to obtain students Lexile levels. The assessment tool determines each students' levels of comprehension for informational text. Students are then assigned level-appropriate, standards-aligned non-fiction assignments. These assignments are worked on in the classroom and can also be accessed at home. Parents will also be provided license to use the program with their child at home. The program also provides ongoing assessments for students. The Achieve 3000 supplemental education program supports students' development of English Language skills by requiring students to:

- Set a schema
- Read for information
- Demonstrate mastery
- Construct meaning
- Form an opinion

6. Transitional Support is provided for ELLs who have achieved proficiency on the NYSESLAT for two years. These students are often grouped in a classroom with Advanced ELL students. They receive the benefit of the support of a push-in ESL teacher in the content area classroom. These students also attend extended day and SES after school and on Saturdays.
7. JHS 157 will improve our classroom bilingual libraries. We will also add fiction and non-fiction guided reading libraries to support the use of small group/guided reading instruction in the literacy classrooms.
8. We will not be discontinuing any programs this school year.
9. Our English Language Learners are afforded equal access to all school programs. The Extended Day After-School Program is offered to all of our ELL students. Extended Day takes place from 2:20 P.M. to 3:10 P.M. Monday-Wednesday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. During Extended Day, students may use the computers to participate in a language lab. They will also work on the Achieve 3000 intervention program. Students also work in workstations on activities which serve to advance their level of proficiency in the four modalities. The English Language Learners at JHS 157 are also participating in the Supplemental Educational Services program. Students attend the program after school from 3:15 P.M. to 4:15 P.M. and on Saturdays. In this program, teachers assess the students in both literacy and math, create individual student educational goals, and work on students to strengthen math and literacy skills.
10. Our English Language Learners work in classrooms with power point presentations. They also use laptops to participate in the Language Lab in the Literacy Classroom. Students also work on these laptops to participate in the Achieve 3000 intervention program.
11. Students' native language is supported with translation glossaries and dictionaries in all content areas. We also provide translations on an as needed basis. For the 2010-2011 school year, we will enrich our classroom libraries with bilingual materials.
12. All required services support and resources correspond to our ELLs age and grade levels.
13. Newly enrolled ELLs are offered an orientation and tour of the school by a guidance counselor.
14. ELLs are offered Spanish as a language elective

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)?

5Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All ESL and Literacy Teachers of ELL students will participate in Achieve 3000 training throughout this school year. All of the teachers of ELL students will participate in trainings conducted by the ELL coordinator. On November 2, 2010 our ESL coordinator and one ESL teacher will attend a professional development session titled "Exemplary Strategies for Teaching ELL Students". The strategies acquired from this professional development will be turnkeyed to all teachers of English Language Learners. The Teacher Team studying the English Language Learners will also share the best practices they have identified in this inquiry work. These strategies will be shared with the entire school community at Department Conferences.

Beginning December 2010, an ELL study team will be working two times each month to research and implement effective ESL strategies. Our ELL coordinator and an ELL coordinator from another school will conduct these sessions.

2. The guidance counselors work with the teachers in the ESL classroom to support students in the High School application and transition process.

3. The entire teaching community will be provided with turnkey training from the ELL coordinator, the ELL study group, and the ELL teacher team.

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?

Parent Communication

- Parents are invited to attend Curriculum Night in September. On this night, they meet their child's teachers and learn about the curriculum taught in each subject area.
- Parents of our incoming 6th graders are invited to our school for an orientation.
- Our 8th and 9th grade students and their parents attend High School Information Night in order to learn about the High School application process.
- The "School Messenger System" will be available to parents. This phone system will allow them to listen to a message containing information concerning all school events.
- The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school functions and activities, and community services.
- The Parent Association will organize Family Activity Nights such as the "Halsey Movie Night".
- School Notes is a website where teachers post assignments so that parents can track what their child is learning. The parents can

also contact the teacher via the website.

- The DOE Halsey website will be updated regularly by our Technology Team. This web site also will provide parents with school information.
- Our Parent Coordinator will continue to create weekly notices and a Tri- Annual calendar to inform parents of all activities.
- Translation services will be available at all school meetings.
- Workshops will be conducted for parents of English Language Learners throughout the school year.
- The 21st Century Grant:
 - Ø 5 year program 7/08-6/13
 - Ø Program is in effect year round-after or before school-including holiday and summer.
 - Ø Program offers academic, youth development, partnerships and support to parents and family members.
 - Ø An onsite facilitator will be available for parents evenings and weekends. They will provide assistance with navigating the educational system and supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.).
 - Ø Activities and classes will be offered to parents.
 - Ø Counseling will also be available to those in need.

To encourage our parents to complete the School Survey we will offer the following:

- Ø The Parent Coordinator will conduct a workshop on the School Survey Form. This workshop will also show parents how to complete the survey on-line. Individual tutorial appointments will be offered to parents as needed.
- Ø A survey mailbox will be placed in the main office.
- Ø The school computers will be available to parents to complete the survey.
- Ø Incentives will be given to each parent that completes a survey.
- Ø Incentives will be given to classes for full participation in the completion of the survey response to questions.

Parents are surveyed by the Parent Coordinator to assess needs. All activities offered to parents at JHS 157 are reflective of parents requests for increased communication by the school community.

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)							9	4	10	9				32
Intermediate(I)							7	16	22	9				54
Advanced (A)							19	16	14	5				54
Total	0	0	0	0	0	0	35	36	46	23	0	0	0	140

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

G	I							5	6	5	5			
	A							13	22	15	7			
	P							11	7	23	7			
READING/ WRITING	B							9	5	10	9			
	I							7	15	21	7			
	A							18	13	12	4			
	P							1	3	1	2			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	8	0	0	24
7	14	10	0	0	24
8	18	12	0	0	30
NYSAA Bilingual Spe Ed	0	0	0	0	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	6	6	14	6	11	6	1		50
7	9	5	15	3	7	2	0		41
8	9	7	20	7	9	3	0		55
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	3		7		6		0		16
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	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	9		5		6		0		20
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	0			
Math	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			
Global History and Geography	0			
US History and Government	0			
Foreign Language	0			
Other	0			
Other	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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.

Paste response to questions 1-6 here

1. JHS 157 uses the TCRWP assessment with our ELLs in the Literacy Classroom. This data has indicated that our ELLs reading Levels are concentrated on a third through fifth grade level. To support students we have purchased fiction and nonfiction guided reading leveled kits as well as a Leveled Library from Levels A through Z. Teachers of ESL and Literacy work with the ELLs in guided reading groups to raise their independent reading levels.

2. The ELL Team and the School Based Instructional Leadership team have worked to analyze the 2010 NYSESLAT data. The NYSESLAT data indicates the following:

2010 NYSESLAT (RNMR)

Listening and Speaking

Reading and Writing

Beginner:	9	Beginner:	31
Intermediate:	22	Intermediate:	52
Advanced:	58	Advanced:	47
Proficient:	48	Proficient:	7

To prepare the students for the 2011 NYSESLAT examination, reading/writing will be the area of concentration. There are 47 students who scored at an advanced level in reading/writing on the 2010 NYESLAT exam. These students scored proficient or advanced in listening/speaking. These 47 students will be targeted to assist them in achieving proficiency in all four modalities on the 2011 NYSESLAT.

•Listening and Speaking:

There are 58 advanced students and 48 Proficient students. The advanced students will be provided support in the Literacy classroom with workstations (listening center) to enable them to obtain proficiency. The 9 beginner students and the 22 intermediate students will also be provided with support in a small group setting in Extended Day to enable them to become proficient in this area.

•Reading and Writing:

There are a total of 83 students who fall in the Beginner and Intermediate range in this area. Reading and writing will be the focus in the ESL and Literacy Classrooms. We will use the workshop model, guided reading, the inquiry cycle, the language lab and Achieve 3000 to support students in these areas.

3. The School Based Instructional Leadership Team and the ELL Teacher Team has analyzed the NYSESLAT, the ELA exam, and the ELL Periodic Assessments. The area of weakness identified are the areas of reading and writing. This ELL teacher team will use the inquiry model to target content area vocabulary to address this weakness.

4. As we examine all of the data for our English Language Learners we have identified that these students are stronger in the area of math then they are in the areas of reading and writing. An anlysis of the Teacher's College Assessment and the ELL Periodic Assessment indicates that content area vocabulary is an area of weakness. The ELL Teacher Team has used the inquiry process to target vocabulary. They will work to build students' content area vocabulary with the support of additional materials in their own language(ex. bilingual libraries, translation glossaries).

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 157 Stephen A. Halsey						
District:	28	DBN:	28Q15	School		342800010157	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9	v	Ungrade v
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		93.9/89	94.3/	93.5 /
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-	2008-	2009-
Grade 3	0	0	0		94.6	94.7	94.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	310	316	312	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	272	320	314		40.0	61.0	61.0
Grade 8	342	301	342				
Grade 9	116	108	80	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		3	54	15
Grade 12	0	0	0				
Ungraded	36	31	31	Recent Immigrants - Total Number:			
Total	1076	1076	1079	<i>(As of October 31)</i>	2007-	2008-	2009-
					35	49	21
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	103	110	99	Principal Suspensions	33	51	39
# in Collaborative Team Teaching (CTT)	43	47	53	Superintendent Suspensions	11	22	19
Number all others	107	88	76				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	103	89	TBD	Number of Teachers	84	80	80
# ELLs with IEPs	33	51	TBD	Number of Administrators and Other Professionals	24	23	12
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	4	1	13

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007- 1	2008- 2	2009- 25		2007- 96.4	2008- 98.8	2009- 100.0
				% fully licensed & permanently assigned to this			
				% more than 2 years teaching in this school	71.4	71.3	85.0
				% more than 5 years teaching anywhere	64.3	68.8	71.3
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher	89.0	89.0	92.5
American Indian or Alaska Native	0.4	0.3	0.2	% core classes taught by "highly qualified" teachers	95.4	92.1	100.0
Black or African American	14.9	13.4	12.4				
Hispanic or Latino	23.6	25.2	24.2				
Asian or Native Hawaiian/Other Pacific	22.9	22.7	19.6				
White	38.3	37.9	43.6				
Male	54.0	54.4	54.4				
Female	46.0	45.6	45.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups	8	8	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	67.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.3						

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