



**Department of
Education**

Dennis M. Walcott, Chancellor



**JHS 157 STEPHEN A. HALSEY
2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: STEPHEN A. HALSEY JHS 157

DBN: 28/Q/157

PRINCIPAL: MR. VINCENT SURACI EMAIL: VSURACI@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mr. Vincent Suraci	*Principal or Designee	
Ms. Stephanie Sussman	*UFT Chapter Leader or Designee	
Ms. Azra Feratovic	*PA/PTA President or Designated Co-President	
Ms. Deneen Mueller	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sue Boyle	Member/Parent	
Lina Radonjic	Member/Parent	
Lisa Feinstein	Member/Parent	
Suhil Mohammed	Member/Parent	

Arlene Bartholomew	Member/Teacher	
Jessica Borow	Member/Teacher	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, 5% of Beginner/Intermediate English Language Learners (ELLs) will increase proficiency in reading comprehension of non-fiction text as measured by an increase of one Lexile Level based on Achieve 3000 assessments.

Comprehensive needs assessment

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

In JHS 157 Stephen A. Halsey, approximately 188 students are identified as ELLs; these students comprise 15% of the total student population. Based on our school's New York State Accountability and Overview Report, the ELL student group did not make Adequate Yearly Progress (AYP) in ELA for two consecutive years. Our school's accountability status for the 2011-12 school year is "Restructuring (Year 2) Focused". In Spring 2011, our school underwent an External School Curriculum Audit (ESCA) for ELA with a focus on ELL instruction and received favorable findings. At Halsey, ensuring the academic success of our English Language Learners in ELA is of the utmost importance. Therefore, accelerating the progress of our ELL students continues to be a high priority goal.

Instructional strategies/activities

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

Actions:

1. 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.

- September 7, 2011: Achieve 3000 training will be provided to all ELL and Special Education teachers.
- Beginning September 2011 an ELL teacher team will be working two times each month to research and implement effective ESL strategies.
- September 7, 2011: ELA/ ELL 2011 Data Analysis
- October 6, 2011: Creating Rigorous Tasks
- October 11, 12 and 20, 2011: Danielson Framework for Teaching
- October 20, 2011: Breaking down the Common Core Argumentative Writing Standards
- November 3, 2011: Questioning Development and Technique
- November 8, 2011: Depth of Knowledge, Task Writing, and the Creation of the Argumentative Writing Unit
- In January 2012, JHS 157 will resume its collaboration with the Internationals Network. The school will be participating in a series of 4 professional development sessions.
- In January 2012, the Instruction Consultant and the ELL Assistant Principal will provide the teachers of ELLs with a study group around a series of professional texts on the topic of Culturally responsive instruction in the ELL classroom.

Implementation Timeline: September 2011-June 2012

2. Organization of ELLs:

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

- There will be a “Newcomers” Class. This class consists of English Language Learners who are in an English Language School system for less than one year. The students will focus on acquiring English through the content areas.
- There will be a Beginner/Intermediate Class on each grade: 651, 751, 851, and 951.
- There will be three classes containing Advanced ESL students as well as students who have tested proficient in 2010 and 2011: 605, 705, and 805. These classes receive 8 periods of literacy each week with a certified ESL/ELA teacher. In addition, these classes receive push-in services 4 times per week in the various content areas.

Implementation Timeline: September 2011-June 2012

3. Supplemental Intervention Programs for ELLs:

- Achieve 3000 will be implemented in the ESL and Literacy classrooms for all Beginner and Intermediate English Language Learners/ELL students will work with the program for two 45 minute periods each week.
- ESL teachers will implement, analyze and track the progress of the ELL student group using Achieve 3000 assessments in September, January, and June. ESL teachers will set interim progress goals and instruction will be monitored and revised based on the results of the assessments and student performance trends.

Implementation Timeline: September 2011-June 2012

4. Additional Instructional Support for ELLs:

- All content Area (Math, Science, Social Studies, and Arts) instruction will include a language objective. Content area teachers will include a literacy focus in their content area lessons. Each lesson will include a language objective to support ELA instruction throughout the school.
- ELL Beginner and Intermediate students on grades 6-9 receive additional “Academic Intervention” (AIS) periods of instruction. As indicated below:
 - ✓ Grade 6 receives 3 additional 45 minute ELA/ESL AIS periods
 - ✓ Grade 7 receives 2 additional 45 minute ELA/ESL AIS periods
 - ✓ Grade 8 receives 5 additional 45 minute ELA/ESL AIS periods
 - ✓ Grade 9 receives 3 additional 45 minute ELA/ESL AIS periods
- All students will take a series of six ELA benchmark assessments throughout the school year. These are predictive ELA assessments. The data will be entered in the Prosper system to generate reports for the teachers and aggregate data. This data will be used to set progress goals for groups of students and target areas of need and support strengths for all students. This data will allow us to carefully track students’ progress at set intervals throughout the year, establish progress goals for groups of students and inform curriculum development and teaching practice based on data trends in ELA.
- 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 21st Century after school program.
- English Language Learners on Grades 8 and 9 will be offered the opportunity to attend the “STEPS” program offered by the Queens Community House. This program prepares students for the transition into High School. JHS 157 has established a partnership with the Queens Community House to support our students in the transition to High School.
- Students will also be offered the opportunity to participate in the JCCA Bukharian Teen Lounge Adolescent Literacy Program. The JCCA has established a partnership with JHS 157 to support students struggling with English.
- December 2011: JHS 157 will establish the English Language Learner Academy. ELLs will attend three sessions. ELL students will participate in the ELL Academy during the December, February, and April vacation weeks. These sessions will focus on NYS ELA examination writing tasks.
- There will be an afterschool program for our Long Term ELLs (6+years) and SIFE students. The students will attend the program three times each week from January through June. This program will focus on identifying and targeting the students’ areas of weakness across content areas.
- There will be an ELA afterschool program for all English Language Learners. This program will take place two days each week from January through June. This program will focus on preparing students for the ELA and NYSESLAT examinations as well as assisting them in the completion of the common core learning tasks in the content areas.

Implementation Timeline: September 2011-June 2012

5. **ELL Teacher Inquiry Teams:** For the 2011-2012 school year, we will expand our ELL teacher teams. We will have a teacher team on each grade (6, 7, 8, and 9) to study JHS 157's ELL population. These teams will include teachers in the different content areas (science, math, social studies, ELA, and ESL). The purpose of these teams is to study performance trends based on all available data and utilize an inquiry approach to set performance goals for these students. These teams will work in cycles to study data (NYSESLAT, ELA, Acuity, Pre and Post unit assessments in the content areas, ELA Benchmark Assessments, and student work samples), identify specific needs, establish a long and short term goal, and research and apply specific strategies for our English Language Learners. The instructional change strategies will be implemented with a small group instruction model in the ESL and content area classrooms. Ultimately, the teams' goals are 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.

Implementation Timeline: September 2011-June 2012

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

Responsible Staff Members:

- 4 ESL Teachers
- Content area teachers working with ELLs
- Literacy Coach
- Math Coach
- Literacy/ELL Assistant Principal
- Inquiry Team Members
- Instruction Consultant
- Principal

Steps for Including teachers in the decision making process:

1. **Teacher Grade Teams:** Teachers of the English Language Learners on Grades 6, 7, 8, and 9 will meet during common planning sessions to create and revise curriculum based on the Common Core State Standards. The focus will be to increase the rigor of instruction for all ELL students. At these team meetings, teachers will work to create ELA assessments containing higher order thinking questions. They will also create writing demand assessments. The results of these assessments will be analyzed in teacher meetings to identify ELL/ELA performance trends on each grade so that teachers and teacher teams can establish performance goals for each inquiry cycle. Teachers will work together to monitor and revise goals as follows:
 - **Initial Indicator September/October 2011:** The ESL and Literacy teachers will work to administer and to analyze an ELA Baseline assessment, the TCWRP formative assessment, and the Achieve 3000 initial assessment.

- **Midterm Progress Point November/December 2011:** ESL and Literacy teachers will administer and analyze Achieve 3000 assessments and will also analyze the results of the ELL periodic assessment administered in October. The ELL Teacher Team will administer and analyze the results of the teacher-created pre and post examinations in the content areas, the ELA Benchmark assessments, as well as student writing samples at Teacher Team meetings.
- **Midterm Progress Point-January/February 2012:** The ESL and Literacy teachers will administer and analyze the second TCRWP formative Assessment, The Achieve 3000 Assessment, the Acuity Assessment, the ELL Periodic Assessment, the teacher created pre and post examinations in the content areas, the ELA Benchmark assessments, and the culminating writing projects.
- **Midterm Progress Point-March/April 2012:** The ESL and Literacy Teachers will administer and analyze the TCRWP formative assessment results. They will also analyze culminating writing projects, the teacher created pre and post examinations in the content areas, the ELA Benchmark assessments, and the culminating writing projects.
- **End term Progress Point-June 2012:** The SBILT will evaluate the results of the Achieve 3000 final Assessment and the 2011-2012 ELA and NYSESLAT examination results.

Strategies to increase parental involvement

Halsey will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- ✓ Workshops for ELL parents will be conducted by members of the LAP team throughout the school year. The topics of the workshops will be the following:
 - September 15, 2011: Common Core Learning Standards, Afterschool instructional programs
 - November 17, 2011: Common Core Learning Standards
 - February 17, 2012: Common Core Learning Standards/Rigorous Tasks
 - March 15, 2012: Preparing your child for the ELA exam
 - April 2012: Preparing your child for the NYSESLAT exam

Strategies for attracting Highly Qualified Teachers (HQT)

- ✓ Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - ✓ Our administrative staff regularly attends hiring fairs where pre-screened HQT candidates are interviewed and recruited.
 - ✓ The BEDS survey is reviewed by the Principal and the HR director who works with our school to ensure that every teacher assignment aligns with their license areas so that all teachers are reported as Highly Qualified on the BEDS Survey.
 - ✓ Our practice is to interview and hire **ONLY** Highly Qualified Teachers (HQT) especially in our ESL, Special Education and ELA departments.

- ✓ If we were to hire a teacher who was not HQT, the principal would work with the network Human Relations point person to ensure that any non-HQT meet all required documentation and assessment deadlines.
- ✓ An Instructional Mentor is assigned to all new teachers.
- ✓ Individualized PD plans are created for teachers to ensure continued improvement.
- ✓ Relevant and timely teacher feedback is provided as aligned with best practices and a research-based rubric.
- ✓ New teachers attend specific workshops designed by CFN 208 network content specialists to ensure effective teaching.

Service and program coordination

- ✓ Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide ELLs, ELLs with Individual Educational Plans (IEPs) and at risk students with additional instruction and student support programs, we have supplemented the ELL after school program and the ELL Vacation Academy with our Title III funds so that our students have greater access to the CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. Our school carefully monitors the effectiveness of the programs along with the coordination and integration of these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and that there is equity and access so that all eligible students (including students in targeted subgroups ELLs, SIFE, etc) are provided with services to expedite their progress toward meeting this annual goal and state assessments.

Budget and resources alignment

- ✓ Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy) and Title III Funds and human resources are used to implement this action plan to target at-risk ELLs and ELLs with Individual Educational Plans (IEPs) from Sept. 2011-June 2012 as indicated below:

- ✓ Title III funds are used to purchase Achieve 3000 for our English Language Learners.
- ✓ Title III funds are used to support the English Language Learner After School ELA program and the Vacation Academy.
- ✓ Title III funds are used to support the Internationals Professional Development Series.
- ✓ Fair Student Funding is used to fund an additional teacher for the “Newcomers” Class.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, 5% of Students with Disabilities will increase proficiency in reading comprehension of non-fiction text as measured by an increase of one Lexile Level based on Achieve 3000 assessments.

Comprehensive needs assessment

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

For the 2011-2012 school year, JHS 157's accountability status is "Restructuring (Year 2) Focused", in part due to failure to make Adequate Yearly Progress (AYP) with our SWD population in ELA for two years in a row. It is our school's goal to ensure the academic success for all students with a special focus on the progress of our Students with Disabilities.

Instructional strategies/activities

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

Actions:

1. Professional Development:

Ongoing Professional Development will be provided to all ELA teachers who provide instruction to Students with Disabilities. The focus of this professional development will be on providing equal access to the curriculum aligned with the Common Core Learning Standards and enhancing rigor in the Special Education classroom.

- September 7, 2011: Achieve 3000 training will be provided to all Special Education teachers.
- September 7, 2011: ELA 2011 Data Analysis for teachers of Students with Disabilities

- October 6, 2011: Creating Rigorous Tasks
- October 11, 12 and 20, 2011: Danielson Framework for Teaching
- October 20, 2011: Breaking down the Common Core Argumentative Writing Standards
- November 3, 2011: Questioning Development and Technique
- November 8, 2011: Depth of Knowledge, CCLS Task Writing, and the Creation of the Argumentative Writing Unit

Implementation Timeline: September 2011-June 2012

2. Organization:

- 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.

Implementation Timeline: September 2011-June 2012

3. Supplemental Intervention Program:

- The Achieve 3000 program will be implemented with our students with disabilities 2-3 times each week for 45 minutes each session.
- Special Education teachers will implement and analyze Achieve 3000 assessments in October, February, and June. Instruction will be monitored and revised based on the results of assessments, tracking performance trends and establishing performance goals for groups of students.

Implementation Timeline: September 2011-June 2012

4. Additional Instructional Support:

- All SWD students will take a series of six ELA benchmark assessments throughout the school year. These are predictive ELA assessments. The data will be entered in the Prosper system to generate reports for the Special Education teachers and aggregate data. This data will be used to set progress goals for groups of students and target areas of need and support strengths for all SWD students. This data will allow us to carefully track students' progress at set intervals throughout the year, establish progress goals for groups of students and inform curriculum

development and teaching practice based on data trends in ELA for our SWD subgroup.

- All Students with Disabilities have additional AIS periods during the school day. Teachers utilize Achieve 3000 during these additional periods.
- All Students with Disabilities will attend Extended Day for extra help in the areas of reading comprehension and writing.
- Students with Disabilities will be offered the opportunity to attend the ELA test preparation program January- May of 2012.
- Students with Disabilities will be offered the opportunity to participate in the 21st Century after school program.

Implementation Timeline: September 2011-June 2012

5. **Teacher Inquiry Teams:** For the 2011-2012 school year, several teacher teams will work to study specific strategies to use with struggling readers. There will be a team for ICT 6th grade, ICT 7th grade, ICT 8th grade, Self Contained 6th, 7th, and 8th grades, and Alternative Assessment. These teams will study all available data and will begin to utilize an inquiry approach to set performance goals for special education students. These teams will work in cycles to study data (ELA, Acuity, Achieve 3000, and student work samples) identify specific needs, establish a long and short term performance goal, research and apply specific strategies for our Special Education Students. The instructional change strategies will be implemented with a small group instruction model in the ELA classrooms. Ultimately, the teams' goals are to identify and utilize effective strategies for our Students with Disabilities that will be established school wide.

Implementation Timeline: September 2011-June 2012

Target Populations: Students with Disabilities, Special Education Teachers Grades 6-9, Literacy Teachers grades 6-9, Literacy Coach, and the ELA Assistant Principal

Responsible Staff Members:

- 4 ELA teachers working with Students with Disabilities
- Literacy Coach (Part time)
- ELA Assistant Principal
- Instruction Consultant (part time)
- Principal

Steps for including teachers in the decision making process:

1. **Teacher Grade Teams:** Special Education English Language Arts teachers on Grades 6, 7, 8, and 9 will meet during common planning sessions to create and revise curriculum based on the Common Core Learning Standards. At these team meetings, teachers will work to create

rigorous tasks. They will also analyze the prosper data for the ELA assessments. The results of these assessments will be analyzed in teacher meetings to identify performance trends and set interim goals for each inquiry cycle on each grade. Teachers will work together to monitor and revise goals as follows:

- **Initial Indicator September/October 2011:** The ELA teachers of students with disabilities will work to administer and to analyze an ELA Baseline assessment, the TCWRP formative assessment, and the Achieve 3000 initial assessment.
- **Midterm Progress Point November/December 2011:** ELA teachers of students with disabilities will administer and analyze Achieve 3000 assessments and analyze results of the Acuity assessment administered in October. The Teacher Team will administer and analyze the results of the teacher-created pre and post unit assessments in the content areas, the ELA benchmark assessment, and the student writing samples at Teacher Team meetings to track the performance trends of our SWD students.
- **Midterm Progress Point-January/February 2012:** The ELA teachers of students with disabilities will administer and analyze the second TCRWP formative Assessment, the Achieve 3000 Assessment, the Acuity Assessment, the teacher created pre and post unit assessments in the content areas, the ELA benchmark assessment, and the culminating writing projects.
- **Midterm Progress Point-March/April 2012:** The ELA Teachers of students with disabilities will administer and analyze the TCRWP formative Assessment results, the pre and post unit assessments in the content areas, and the ELA benchmark assessment. They will also analyze culminating writing projects.
- **End term Progress Point-June 2011:** We will evaluate the results of the Achieve 3000 final Assessment, the final ELA benchmark assessment, and the 2011-2012 ELA examination results.

Strategies to increase parental involvement

- ✓ Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - 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. They will also be introduced to the Common Core Learning Standards and how they will be addressed in the curriculum.
 - The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school activities, adolescent development, how to navigate the ARIS website, and the Common Core Learning Standards.
 - The Halsey blog also provides parents with updates on what their child is learning in each of the content areas. Parents can post questions or ideas on the blog. The Halsey blog was created this year to better inform our parents about the implementation of the Common Core Learning

Standards implementation.

Strategies for attracting Highly Qualified Teachers (HQT)

- ✓ Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - ✓ Our administrative staff regularly attends hiring fairs where pre-screened HQT candidates are interviewed and recruited.
 - ✓ The BEDS survey is reviewed by the Principal and the HR director who works with our school to ensure that every teacher assignment aligns with their license areas so that all teachers are reported as Highly Qualified on the BEDS Survey.
 - ✓ Our practice is to interview and hire **ONLY** Highly Qualified Teachers (HQT) certified in Special Education to service students with IEPs.
 - ✓ If we were to hire a teacher who was not HQT, the principal would work with the network Human Relations point person to ensure that any non-HQT meet all required documentation and assessment deadlines.
 - ✓ An Instructional Mentor is assigned to all new teachers.
 - ✓ Individualized PD plans are created for teachers to ensure continued improvement.
 - ✓ Relevant and timely teacher feedback is provided as aligned with best practices and a research-based rubric.
 - ✓ New teachers attend specific workshops designed by CFN 208 network content specialists and/or an expertise in Special Education.

Service and program coordination

- ✓ Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide SWDs and at risk students with additional instruction and student support programs, we have supplemented the after school program and the Vacation Academy for Students with Disabilities with the Fair Student Funding so that our students have greater access to the CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. Our school carefully monitors the effectiveness of these programs along with the coordination and integration of these programs. These services, including programs supported by NCLB, are coordinated to ensure that there is no duplication of services and to ensure the equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs with IEPs, SIFE, etc.) are provided with services to expedite their progress toward meeting this annual goal and state assessments.

Budget and resources alignment

- ✓ Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy) and Title III (if applicable) Funds and human resources are used to implement this action plan to target at-risk SWDs and ELLs with IEPs from Sept. 2011-June 2012 as indicated below:

- ✓ Fair Student Funding is used to support the Vacation Academy for SWDs.
- ✓ Fair Student Funding is used to support the ELA After School Program for SWDs

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2012, knowledge of rigorous academic vocabulary for targeted Level 3 and 4 students will increase 10% as measured by the ELA benchmark assessment.

Comprehensive needs assessment

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

A review of JHS 157's 2011 ELA data has indicated a 2% decline in students' achieving a level 3 or 4. In 2010, 58% of students achieved a level 3 or 4. The 2011 ELA data has indicated that 56% of students achieved a Level 3 or 4. During collaborative inquiry, the majority of our teacher teams agreed that the cause of this decline was attributed to vocabulary. Therefore, increasing rigor in academic vocabulary is a goal for this school year.

Instructional strategies/activities

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

Professional Development:

The focus of this professional development throughout the 2011-2012 school year will be to provide of rigorous tasks aligned with the Common Core Learning Standards to the Level 3 and Level 4 students.

- September 7, 2011: ELA 2011 Data Anaysis, Essential Understandings and Essential Questions
- October 6, 2011: Creating Rigorous Tasks
- October 11, 12 and 20, 2011: Danielson Framework for Teaching (Questioning, Providing Student Choice in tasks, student input on rubrics)
- October 20, 2011: Breaking down the Common Core Argumentative Writing Standards
- November 3, 2011: Questioning Development and Technique

- November 8, 2011: Depth of Knowledge, CCLSTask Writing, and the Creation of the Argumentative Writing Unit

Implementation Timelines: September 2011-June 2012□

Organization: For the 2011-2012 school year, a Literacy Intervention class has been created on grades 6, 7, and 8 These classes will be comprised of Level 2 students. It is our goal to provide these students with a rigorous ELA curriculum to advance them to a Level 3 or 4 on the 2012 ELA examination.

Implementation Timelines: September 2011-June 2012□

Additional Instructional Support:

- All students will take a series of six ELA benchmark assessments throughout the school year. These are simulated ELA exams. The data will be entered in the Prosper system to generate reports for the teachers. This data will be used to track the vocabulary strand and target areas of need for all students. This data will allow us to carefully track students’ acquisition of rigorous vocabulary and adjust teaching practice.
- All content area teachers will be including an academic vocabulary component in their content area lessons. Each lesson will include a language objective to support ELA instruction.
- All students including Level 3 and 4 students identified as struggling, will attend Extended Day with an academic vocabulary component.
- Students will be offered the opportunity to attend the ELA test preparation program in January of 2012.

Implementation Timelines: September 2011-June 2012□

Teacher Inquiry Teams: For the 2011-2012 school year, we will expand our teacher inquiry teams. We will create a teacher team to study the progress of the academic vocabulary goal for Level 3 and 4 students. These teams will research vocabulary strategies to identify promising practices for middle school students. They will study data trends and will utilize an inquiry approach to set performance goals for these students. Teacher teams will work in cycles to study student progress using periodic assessments, identify specific needs, establish a long and short term performance goals for targeted Level 3s & 4s, and research and apply specific strategies for increased rigor in academic vocabulary for these advanced students.

Implementation Timelines: September 2011-June 2012□

Target Populations: Level 3 and 4 students and Literacy Teachers grades 6-9

Responsible Staff Members:

- 15 ELA Teachers
- Content area teachers working with Level 3 and 4 students
- Literacy Coach
- ELA/ELL Assistant Principal
- Inquiry Team Members
- Instruction Consultant
- Principal

Implementation Timelines: September 2011-June 2012□

Steps for including teachers in the decision making process:

Teacher Grade Teams: English Language Arts Honor Classes on Grades 6, 7, 8, and 9 will meet during common planning sessions to assess and to revise the present curriculum based on the Common Core Learning Standards . At these team meetings, teachers will work to create rigorous tasks that extend academic vocabulary. They will also analyze ELA benchmark assessment data and student work samples. The results of these assessments will be analyzed in teacher meetings to identify the progress of the Level 3 and 4 students with regard to the use of Tier 2 and 3 vocabulary words. They will work to quickly identify whether or not these students are demonstrating gains or losses. Teachers will work together to monitor and revise their goals and teaching practices as follows:

- **Initial Indicator September/October 2011:** The teacher teams will work to administer and to analyze an ELA Baseline assessment, the TCWRP formative assessment, Acuity Assessments, Pre and Post unit assessments in the content areas, and the culminating writing projects.
- **Midterm Progress Point November/December 2011:**The teacher teams will work to analyze the results of the ELA benchmark assessment, pre and post unit assessments in the content areas, and the culminating writing projects to identify trends on each grade.
- **Midterm Progress Point-January/February 2012:** The teacher teams will administer and analyze the second TCRWP formative Assessment, the Acuity Assessment, the pre and post unit assessments in the content areas, the ELA benchmark assessment data, and the culminating writing projects.
- **Midterm Progress Point-March/April 2012:** The teacher teams will analyze the TCRWP formative Assessment Results, the pre and post unit assessments in the content areas, the ELA benchmark assessment data, and culminating writing projects.

- **End term Progress Point-June 2011:** We will evaluate the results of the final ELA benchmark assessment and the 2011-2012 ELA examination results.

Strategies to increase parental involvement

- ✓ Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - This new vocabulary initiative will be shared with parents at a PTA and SLT meeting.
 - The parent coordinator will schedule a workshop to provide vocabulary building strategies for use at home.
 - The Halsey blog will also provide parents with updates and strategies about academic vocabulary in the content areas.
 - Parents can post ideas or questions about increasing academic vocabulary on the blog.

Strategies for attracting Highly Qualified Teachers (HQT)

- ✓ Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - ✓ **ONLY** highly qualified teachers are hired.
 - ✓ If we were to hire a teacher that was not Highly Qualified, the principal would work with the network Human Relations point person to ensure that any non-HQT meet all required documentation and assessment deadlines.
 - ✓ An Instructional Mentor is assigned to all new teachers.
 - ✓ Individualized PD plans are created for these teachers to ensure continued improvement.
 - ✓ Relevant teacher feedback is provided as aligned with best practices and a scientifically researched rubric.

Service and program coordination

- ✓ Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide all students in this targeted group including ELLs, SWDs and at risk Level 3 and 4 students with additional instruction and student support programs, we have supplemented the ELA test preparation program with Tax Levy Funds so that our students have greater access to the CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. Our school carefully monitors the effectiveness of the programs along with the coordination and integration of these programs. These services including programs supported by NCLB are coordinated to ensure that there is no duplication of services and to ensure the equity and access so that all eligible students (including students in targeted subgroups Level 3s and 4s, SWDs, ELLs, and SIFE etc) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- ✓ Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. Fair Student Funding (Tax Levy) and Title III (if applicable) Funds and human resources are used to implement this action plan to target at-risk Level 3s and 4s including SWDs and ELLs with IEPs from Sept. 2011-June 2012 as indicated below:
- ✓ Tax Levy funds will be used to fund the after school ELA test preparation program.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	101	51	17	20	34	n/a	n/a	4
7	95	29	25	41	47	n/a	n/a	0

8	81	37	10	24	34	n/a	n/a	2
9	25	20	20	10	4	n/a	n/a	3
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Afterschool ,small group, 2x per week for 45 minutes Instructional focus: <ul style="list-style-type: none"> ✓ Non-fiction/Fiction reading ✓ Comprehension strategies ✓ academic vocabulary development strategies ✓ CCLS writing tasks ✓ ELA test preparation strategies
Mathematics	Afterschool, small group, 2x per week for 45 minutes Instructional Focus: <ul style="list-style-type: none"> ✓ Problem solving strategies ✓ Academic vocabulary development strategies ✓ CCLS mathematics tasks ✓ NYS Math test preparation strategies ✓ Regents test preparation
Science	Afterschool, small group, 2x per week for 45 minutes Instructional focus : <ul style="list-style-type: none"> ✓ Non-fiction reading ✓ content area reading strategies ✓ academic vocabulary development strategies ✓ CCLS writing tasks

	<ul style="list-style-type: none"> ✓ Science test preparation strategies ✓ Regents test preparation
Social Studies	<p>Afterschool, small group, 2x per week for 45 minutes</p> <p>Instructional focus :</p> <ul style="list-style-type: none"> ✓ Non-fiction reading ✓ content area reading strategies ✓ academic vocabulary development strategies ✓ CCLS writing tasks
At-risk Services provided by the Guidance Counselor	<p>During the school day, small group/one on one sessions, 1x per week for 45 minutes</p> <p>Instructional focus:</p> <ul style="list-style-type: none"> ✓ Study skills ✓ Organizational skills ✓ Transitional support ✓ High School Application process
At-risk Services provided by the School Psychologist	n/a
At-risk Services provided by the Social Worker	n/a
At-risk Health-related Services	<p>During the school day, one on one sessions, on an as needed basis</p> <ul style="list-style-type: none"> ✓ Support for students with allergies/epi-pens

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**STEPHEN A. HALSEY JHS 157
PARENT INVOLVEMENT POLICY (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to

ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

JHS 157 PIP 2011-2012

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 2011-2012 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 will be distributed during Parent Association Meetings and during the Parent Teacher Conference Day.

Process of Implementation

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

An analysis of the 2010-2011 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. They will also be introduced to the Common Core Learning Standards and how they will be addressed in the curriculum.
- 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 Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school activities, adolescent development, ARIS website navigation, the Common Core Learning Standards, and weekly workshops for ELL parents on English conversation.
- The Parent Coordinator has a weekly reminder e-mail to parents. This email reminds parents of upcoming school activities and workshops.
- Workshops for ELL parents will be conducted by members of the LAP team throughout the school year. The topics of the workshops will be the following:
 - September 15, 2011: Common Core Learning Standards, Afterschool instructional programs
 - November 17, 2011: Common Core Learning Standards
 - February 17, 2012: Common Core Learning Standards/Rigorous Tasks
 - March 15, 2012: Preparing your child for the ELA exam
 - April 2012: Preparing your child for the NYSESLAT exam
- 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 Halsey blog also provides parents with updates on what their child is learning in each of the content areas. Parents can post questions or ideas on the blog. The Halsey blog was created this year to better inform our parents about the implementation of the Common Core Learning Standards throughout the curriculum.
- The DOE Halsey website will be updated regularly by our Technology Team. This website also will provide parents with school information.
- Our Parent Coordinator will continue to create a weekly and a Tri- Annual calendar to inform parents of all upcoming school 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.
- JHS 157 collaborates with the Queens Community House in order to support parents and students through the transition period (middle school to high school) with the STEPS Program.
- The Community Based Organization the JCAA provides our Russian speaking parents with English Language Learning Classes. They also provide the parents with strategies to help their children obtain English proficiency.

The 21st Century Grant:

- 5 year program 7/08-6/13
- Program is in effect year round-after or before school-including winter, spring, and summer vacations.
- Program offers academic, youth development, partnerships and support to parents and to family members.
- An onsite facilitator is available for parents evenings and weekends. They also 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.).
- Workshops are offered to parents.
- Counseling is also 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.

JHS 157 2011-2012 School-Parent Compact

I. School Responsibilities:

JHS 157 will:

- Provide a rigorous Common Core Learning standards based curriculum in all content areas.
- Monitor the instruction through the use of frequent walk-throughs and observations.
- Consistently provide teachers the opportunity to collaborate in Teacher Team Meetings and Professional Learning Communities.
- Frequently review and monitor all school data to track trends with our students and address needs in a timely fashion.
- Conduct Pupil Personnel meetings on each grade to identify struggling students.
- 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 which focus on the Common Core Learning Standards, the needed rigor for English Language Learners, Special Education Learners and Level 3 and 4 students.
- 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.
- Consistently provide parents with translators for any/all meetings they attend at school.
- 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.
- Be familiar with the Common Core Learning Standards.
- Ensure that their child comes to school prepared with the necessary supplies each day.
- Ensure that their child attends the Extended Day Program.
- 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
- Work to tackle all rigorous tasks presented in each of the content areas
- 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 28Q 157 **School Name:** Stephen A. Halsey JHS 157

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

This goal focuses primarily on our ELL population and is a continuation of our ELL goal from the previous year. Based on the 2011 Progress Report our ELLs received .5 additional credits for exceptional gains at the 75th growth percentile. Although we demonstrated progress with our English Language Learners, the 2011-12 Accountability and Overview report indicated that ELLs did not make Adequate Yearly Progress.

For the 2011-2012, school year, we expanded our ELL teacher teams. During the 2010-2011 school year, we had one ELL focused teacher team. This school year, we have four teacher teams focused on our ELL population. There is an ELL teacher team on each grade (6, 7, 8, and 9). These teams conduct collaborative inquiry to unearth barriers to student progress for our English Language Learners. The teams include a teacher in each of the content areas (science, math, social studies, ELA, and ESL). They study all available data and utilize an inquiry approach to set goals for our ELLs. Teams work in cycles to study data, (NYSESLAT, ELA, Acuity and student work samples) identify specific needs, establish a long and short term goals and research and apply specific strategies for our English Language Learners. The instructional change strategies are implemented with a small group instruction model in the ESL and content area classrooms. Ultimately, the teams' goals are to identify and utilize effective strategies for our ELLs so that promising practices can be disseminated school wide. It is our belief that this process will enable our Long Term English Language Learners to obtain language proficiency. We are monitoring interim progress of ELLs in ELA by using data from ELA benchmark assessments and culminating projects to track student trends which indicate improved skills.

In JHS 157 Stephen A. Halsey, approximately 188 students are identified as ELLs; these students make up 15% of the total student population. Based on our school's New York State Accountability and Overview Report, the ELL student group did not make Adequate Yearly Progress (AYP) in ELA for two consecutive years. However in the 2009-10 school year our school was in a "Holding Pattern" because we made AYP in ELA. For the first time this year, our school did not AYP in ELA for SWDs. Our school's accountability status for the 2011-12 school year is "Restructuring (Year 2) Focused". In Spring 2011, our school underwent an External School Curriculum Audit (ESCA) for ELA with a focus on ELL instruction and received favorable findings including:

- ELLs are being taught to the same curriculum standard as non-ELLs.
- Teachers are modifying the general education curriculum for ELLs through integration of Language Learning Goals
- Teachers generally modify curricula materials to meet the needs of ELLs.
- Teachers are implementing a range of instructional practices to teach their ELLs.
- Teachers are implementing differentiation instruction.
- Teachers rely on data to inform their instruction of ELLs
- ELLs are receiving supplemental services and supports.
- Student behavior reflects the use of behavior management strategies.
- Teachers are receiving professional development focused on strategies for effectively instructing ELLs.
- ESL and general education teachers collaborate regularly regarding the needs of ELLs and use structured formal time to do so.
- The instructional staff generally feels supported by the administrated staff in their efforts to support ELLs.

The ESCA key recommendations included professional development for ESL teachers to increase cultural responsive instruction. At Halsey, ensuring the academic success of our ELLs and SWD in ELA is of the utmost importance. Therefore, in our 2011-12 CEP schoolwide goals were set for these student groups. Monitoring/tracking data trends, revising instruction, and accelerating the progress of our ELLs and SWDs continue to be a high priority goal.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

1. 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.

- September 7, 2011: Achieve 3000 training will be provided to all ELL and Special Education teachers.
- Beginning September 2011 an ELL teacher team will be working two times each month to research and implement effective ESL strategies.
- September 7, 2011: ELA/ ELL 2011 Data Analysis
- October 6, 2011: Creating Rigorous Tasks
- October 11, 12 and 20, 2011: Danielson Framework for Teaching
- October 20, 2011: Breaking down the Common Core Argumentative Writing Standards
- November 3, 2011: Questioning Development and Technique
- November 8, 2011: Depth of Knowledge, Task Writing, and the Creation of the Argumentative Writing Unit
- In January 2012, JHS 157 will resume its collaboration with the Internationals Network. The school will be participating in a series of 4 professional development sessions.
- In January 2012, the Instruction Consultant and the ELL Assistant Principal will provide the teachers of ELLs with a study group around a series of professional texts on the topic of Culturally responsive instruction in the ELL classroom.

Implementation Timeline: September 2011-June 2012

2. Organization of ELLs:

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

- There will be a "Newcomers" Class. This class consists of English Language Learners who are in an English Language School system for less than one year. The students will focus on acquiring English through the content areas.
- There will be a Beginner/Intermediate Class on each grade: 651, 751, 851, and 951.
- There will be three classes containing Advanced ESL students as well as students who have tested proficient in 2010 and 2011: 605, 705, and 805. These classes receive 8 periods of literacy each week with a certified ESL/ELA teacher. In addition, these classes receive push-in services 4 times per week in the various content areas.

Implementation Timeline: September 2011-June 2012

3. Supplemental Intervention Programs for ELLs:

- Achieve 3000 will be implemented in the ESL and Literacy classrooms for all Beginner and Intermediate English Language Learners/ELL students will work with the program for two 45 minute periods each week.
- ESL teachers will implement, analyze and track the progress of the ELL student group using Achieve 3000 assessments in September, January, and June. ESL teachers will set interim progress goals and instruction will be monitored and revised based on the results of the assessments and student performance trends.

Implementation Timeline: September 2011-June 2012

4. Additional Instructional Support for ELLs:

- All content Area (Math, Science, Social Studies, and Arts) instruction will include a language objective. Content area teachers will include a literacy focus in their content area lessons. Each lesson will include a language objective to support ELA instruction throughout the school.
- ELL Beginner and Intermediate students on grades 6-9 receive additional "Academic Intervention" (AIS) periods of instruction. As indicated below:

- Grade 6 receives 3 additional 45 minute ELA/ESL AIS periods
- Grade 7 receives 2 additional 45 minute ELA/ESL AIS periods
- Grade 8 receives 5 additional 45 minute ELA/ESL AIS periods
- Grade 9 receives 3 additional 45 minute ELA/ESL AIS periods

- All students will take a series of six ELA benchmark assessments throughout the school year. These are predictive ELA assessments. The data will be entered in the Prosper system to generate reports for the teachers and aggregate data. This data will be used to set progress goals for groups of students and target areas of need and support strengths for all students. This data will allow us to carefully track students' progress at set intervals throughout the year, establish progress goals for groups of students and inform curriculum development and teaching practice based on data trends in ELA.

- 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 21st Century after school program.
- English Language Learners on Grades 8 and 9 will be offered the opportunity to attend the "STEPS" program offered by the Queens Community House. This program prepares students for the transition into High School. JHS 157 has established a partnership with the Queens Community House to support our students in the transition to High School.
- Students will also be offered the opportunity to participate in the JCCA Bukharian Teen Lounge Adolescent Literacy Program. The JCCA has established a partnership with JHS 157 to support students struggling with English.
- December 2011: JHS 157 will establish the English Language Learner Academy. ELLs will attend three sessions. ELL students will participate in the ELL Academy during the December, February, and April vacation weeks. These sessions will focus on NYS ELA examination writing tasks.
- There will be an afterschool program for our Long Term ELLs (6+years) and SIFE students. The students will attend the program three times each week from January through June. This program will focus on identifying and targeting the students' areas of weakness across content areas.
- There will be an ELA afterschool program for all English Language Learners. This program will take place two days each week from January through June. This program will focus on preparing students for the ELA and NYSESLAT examinations as well as assisting them in the completion of the common core learning tasks in the content areas.

Implementation Timeline: September 2011-June 2012

5. ELL Teacher Inquiry Teams: For the 2011-2012 school year, we will expand our ELL teacher teams. We will have a teacher team on each grade (6, 7, 8, and 9) to study JHS 157's ELL population. These teams will include teachers in the different content areas (science, math, social studies,

ELA, and ESL). The purpose of these teams is to study performance trends based on all available data and utilize an inquiry approach to set performance goals for these students. These teams will work in cycles to study data (NYSESLAT, ELA, Acuity, Pre and Post unit assessments in the content areas, ELA Benchmark Assessments, and student work samples), identify specific needs, establish a long and short term goal, and research and apply specific strategies for our English Language Learners. The instructional change strategies will be implemented with a small group instruction model in the ESL and content area classrooms. Ultimately, the teams' goals are 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.

Implementation Timeline: September 2011-June 2012

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

Responsible Staff Members:

- 4 ESL Teachers
- Content area teachers working with ELLs
- Literacy Coach
- Math Coach
- Literacy/ELL Assistant Principal
- Inquiry Team Members
- Instruction Consultant
- Principal

Steps for Including teachers in the decision making process:

1. Teacher Grade Teams: Teachers of the English Language Learners on Grades 6, 7, 8, and 9 will meet during common planning sessions to create and revise curriculum based on the Common Core State Standards. The focus will be to increase the rigor of instruction for all ELL students. At these team meetings, teachers will work to create ELA assessments containing higher order thinking questions. They will also create writing demand assessments. The results of these assessments will be analyzed in teacher meetings to identify ELL/ELA performance trends on each grade so that teachers and teacher teams can establish performance goals for each inquiry cycle. Teachers will work together to monitor and revise goals as follows:

- Initial Indicator September/October 2011: The ESL and Literacy teachers will work to administer and to analyze an ELA Baseline assessment, the TCWRP formative assessment, and the Achieve 3000 initial assessment.
- Midterm Progress Point November/December 2011: ESL and Literacy teachers will administer and analyze Achieve 3000 assessments and will also analyze the results of the ELL periodic assessment administered in October. The ELL Teacher Team will administer and analyze the results of the teacher-created pre and post examinations in the content areas, the ELA Benchmark assessments, as well as student writing samples at Teacher Team meetings.
- Midterm Progress Point-January/February 2012: The ESL and Literacy teachers will administer and analyze the second TCRWP formative Assessment, The Achieve 3000 Assessment, the Acuity Assessment, the ELL Periodic Assessment, the teacher created pre and post examinations in the content areas, the ELA Benchmark assessments, and the culminating writing projects.
- Midterm Progress Point-March/April 2012: The ESL and Literacy Teachers will administer and analyze the TCRWP formative assessment results. They will also analyze culminating writing projects, the teacher created pre and post examinations in the content areas, the ELA Benchmark assessments, and the culminating writing projects.
- End term Progress Point-June 2012: The SBILT will evaluate the results of the Achieve 3000 final Assessment and the 2011-2012 ELA and NYSESLAT examination results.

Part B: For Title I SINI Schools Only

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

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.

APPROVED: CGH 12-21-11

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Mr. C. Admundsen /Mr. D. Purus	District 28	Borough Queens	School Number 157
School Name Stephen A. Halsey			

B. Language Allocation Policy Team Composition [i](#)

Principal Mr. Vincent Suraci	Assistant Principal Ms. Angela Lisa
Coach Ms. Jeannine Fellin	Coach Ms. Tracey Beinstock
ESL Teacher Ms. Michelle Cassano-Repole	Guidance Counselor Ms. Shimona Shriki
Teacher/Subject Area Ms. Mahlstadt/ELA	Parent Ms. Azra Feratovic
Teacher/Subject Area Ms. Zoya Borsky/Math	Parent Coordinator Ms. Virginia Dente
Related Service Provider Ms. Jennifer Mahlstadt/ESL	Other Mr. David Berman/ESL
Network Leader Mr. Daniel. Purus	Other Ms. Marie Barone-Benza

C. Teacher Qualifications [i](#)

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	6	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1248	Total Number of ELLs	188	ELLs as share of total student population (%)	15.06%
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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. 

At JHS 157 we strive to support parents in making informed decision about the ELL program options available to their children. We work to ensure that parents understand the three ELL 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 an ESL teacher (Ms. M. Cassano-Repole, Ms. J. Mahlstadt and Mr. D. Berman), a pedagogue on the LAP team (Ms. J. Fellin/Ms. T. Beinstock) and/or the Assistant Principal in charge of ELL instruction (Ms. A. Lisa). First, they are provided support in the completion of the Home Language Identification Survey. At this point, the interviewer analyzes the parent's answers to the HLIS in order to identify if the student is eligible for LAB-R Testing. The ESL pedagogue then conducts an informal oral interview of the child and parent to ascertain the student's English Proficiency and prior schooling experience. Students are also screened to identify if they meet the six criteria to determine if they are SIFE. The ESL teachers speak English and Spanish. We utilize additional pedagogues to translate whenever needed. We presently have Spanish and Russian speaking pedagogues on staff. Next, an ESL teacher administers the LAB-R test within ten days to obtain the student's language proficiency level. The LAB-R is administered in Spanish for Spanish Speaking ELLs. The ELL teacher administering the Spanish Lab translates all directions in Spanish. The teacher then identifies if the student is entitled to ESL services. An Entitlement Letter is sent to the parent and an Orientation Meeting is scheduled. The Orientation Meeting is conducted by an ESL teacher, a pedagogue on the LAP team and/or the Assistant Principal in charge of ELL instruction (Ms. A. Lisa). At this meeting, the parent is provided a translator and they view the Orientation Video in their home language. They are provided the opportunity to ask questions about the three ELL programs. We provide parents with the research indicating that it is beneficial for their child to remain in the same ELL program until they become proficient. We also explain the research around the benefits of bilingualism, emphasizing the key benefits to learning two languages.

At this meeting, the parent completes the Parent Program and Selection Form with support from the translator. If the parent selects a bilingual or dual language program, it is explained that JHS 157 presently has a Free Standing ESL program in place. Parents are informed that their child has the right to placement in a bilingual class at JHS 157 if there are sufficient numbers of entitled students with the same home language across two grades. 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. Whenever necessary, we also offer parents the opportunity to make another appointment. Finally, a placement letter is sent home to the parent. Copies of both the HLIS form, the Parent Program Selection form and placement letter are placed into the students' records. An additional copy of each document is kept on file in the Assistant Principal's office (Ms. Lisa). Lastly, the data is entered into ATS.

All Parent Survey forms are initially reviewed by Ms. A. Lisa, Assistant Principal in charge of ELL instruction. They are then reviewed by the LAP Team. Trends are identified by the team. According to a review of Parent Choice Surveys, the program of choice selected by parents registering their children at JHS 157 has routinely been ESL.

During the 2011-2012 school year, for the months of September and October 100% of the parent choice was free standing ESL. In previous years, 90-100% of parent choice was free standing ESL. A review of parent interviews has indicated that the rationale behind the parents' choice of a free standing ESL program is that their children must learn English in school. They have expressed their

concern of being unable to teach their children English at home. The parent population has also indicated that they want their children to learn English as quickly as possible. The LAP Committee will address the growing desire for TBE as needed. The LAP team will continue to monitor the parent selection forms. If we identify a sufficient number of parents expressing the desire for a dual language or bilingual program the LAP team will conduct an information meeting with the parents to explain the chosen program and the process for opening up the new class.

All of our ELLs are evaluated annually through the administration of the NYSESLAT Examination. Advanced ELLs are placed in an Advanced ESL classroom receiving 180 minutes of ESL per week. The Beginner and Intermediate ELLs are placed in a Beginner/Intermediate ESL classroom receiving 360 minutes of ESL per week. Students who tested Proficient on the NYSESLAT are placed in the advanced classroom so that they may receive support as they transition into an all English monolingual class. Parents of all ELL students receive continued entitlement letters. Parents of students who have tested Proficient on the NYSESLAT receive Transition Letters.

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	188	Newcomers (ELLs receiving service 0-3 years)	116	Special Education	53
SIFE	15	ELLs receiving service 4-6 years	57	Long-Term (completed 6 years)	15

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. ①

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	116	13	7	57	2	31	15	0	15	188
Total	116	13	7	57	2	31	15	0	15	188

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	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																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

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	12	14	7				49
Chinese								1		1				2
Russian							20	11	20	8				59
Bengali							2	1		1				4
Urdu							1	1	1					3
Arabic									1	1				2
Haitian														0
French										1				1
Korean														0
Punjabi								1						1
Polish										1				1
Albanian														0
Other							16	17	22	11				66
TOTAL	0	0	0	0	0	0	55	44	58	31	0	0	0	188

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Instruction for our English Language Learners is delivered by both a self contained ESL model enhanced with content area departmentalized Push-in support. We use a block program model where students travel together as a group. There are 4 ESL classes: 651, 751, 851, 852 (Beginners 8th Grade Class) and 951 containing Beginner and Intermediate ESL students. The Beginner and Intermediate Classes registers are maintained at 15-20 students. We believe the smaller class size will allow the Beginner and Intermediate students to receive the individualized attention and instruction they require to acquire language. Beginner and Intermediate ESL students receive 360 minutes, or 8 periods of ESL instruction a week. 9th Grade Beginner and Intermediate students receive 540 minutes/12 Periods of ESL per week.

There are three classes containing Advanced ESL students who are mainstreamed with non ESL

Students: 604, 605, 705, and 805. These classes receive push- in services 4 times per week

in the various content areas. Advanced ESL students receive 180 minutes, or 4 periods of ESL instruction a week.

In addition to the mandated number of minutes, Beginner and Intermediate students on grades 6-9 receive additional AIS periods.

Grade 6 receives 3 additional 45 minute AIS ELA/ESL periods.

Grade 7 receives 2 additional 45 minute AIS ELA/ESL periods.

Grade 8 receives 5 additional 45 minute AIS ELA/ESL periods.

Grade 9 receives 3 additional 45 minute AIS ELA/ESL periods.

During these periods, teachers work with students on the Achieve 3000 program and also on activities that address the five modalities of Reading, Writing, Listening, and Speaking with an emphasis on Writing.

Students who have achieved proficiency are often placed in classrooms with Advanced ESL students. These students receive the benefit of an ESL 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. The ESL teacher

employs small group instruction in order to differentiate/scaffold their instruction. All content area instruction is delivered in English.

Native Language support is provided with translation dictionaries and supplemental material in the students' home language wherever possible. The content area teachers of English Language Learners are working to learn and utilize a variety of Q-Tel and ExCell

A. Programming and Scheduling Information

instructional approaches to support students’ understanding. In addition, all lessons in the content areas contain a Language Component. Many of the content area teachers are participating in professional development sessions on utilizing effective 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 model 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 with Common Core concept units. The beginning ELL students focus on the skills of reading, writing, listening and speaking through the use of Common Core Concept units. We strive to align our ESL instruction with the ELA curriculum for each grade to ensure equity of content and curriculum. 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) work with the Achieve 3000 program.

For the 2011-2012 school year we have created a “Newcomers” Class. This class consists of English Language Learners who are in an English Language School system for less than one year. The students will focus on acquiring English through the content areas.

All ELL classroom instruction implements authentic reading, writing, listening and speaking activities, in order to assist students in the acquisition of the language. Students are immersed in the three types of writing: Argumentative, Explanatory, and Narrative. A writing portfolio is compiled for each child.

All ELL students will be assessed with the Teachers’ College Running Record Assessment three times throughout the school year. This assessment will provide the teacher with each individual student’s independent and instructional reading levels. This will allow the teacher to utilize guided reading groups in order to model reading strategies for these students.

Our ELL students will take the Acuity and the ELL periodic assessment tests this school year. In addition, ELA Baselines will be administered throughout the year. The data from these Baseline exams will be populated with the Prosper System. This will provide additional data so that we may carefully track the progress of all of our English Language Learners.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

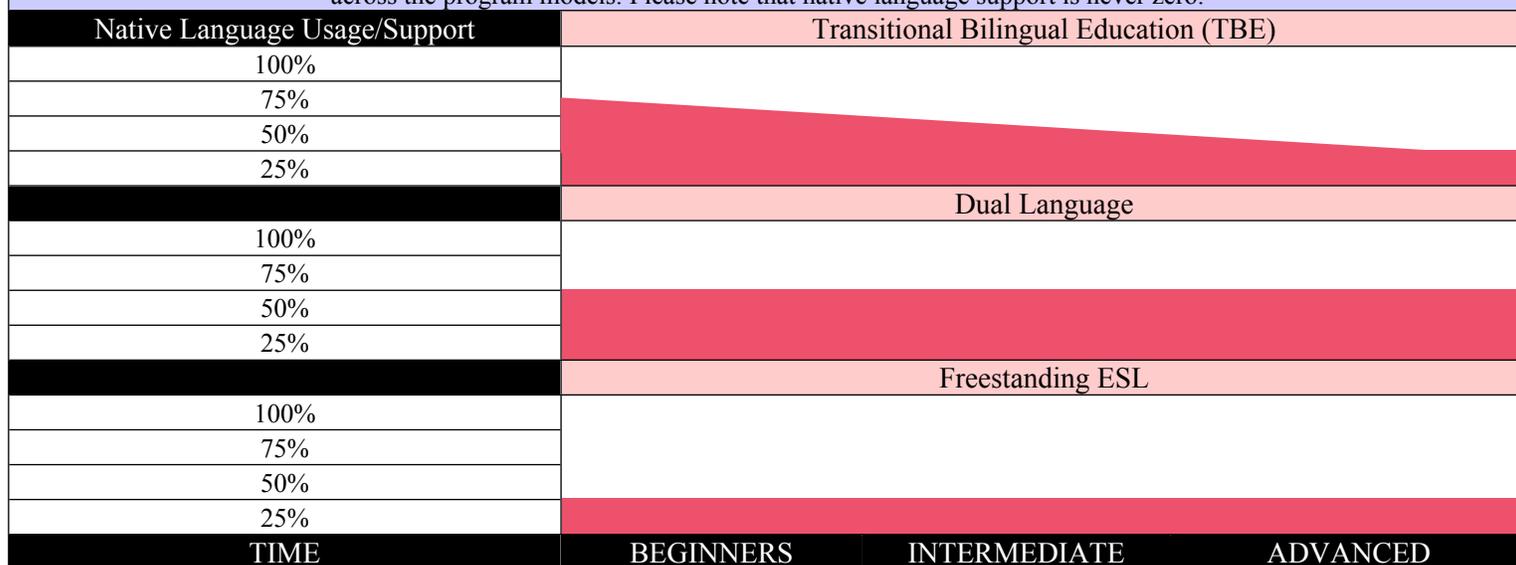
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

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

8. JHS 157 uses Achieve 3000 as an ELA intervention for our ELL students. All ELL students work on Achieve 3000 two times each week for up to 90 minutes. In addition ELL students attend extended day 3 times per week for 45 minutes to receive additional support in the areas of ELA, Math, Science and/or Social Studies. During the extended day periods, ELL students meet with Social Studies, Science, ELA, and Math teachers to receive additional support in identified areas of weakness. Teachers work with the students on tasks, labs and/or culminating projects in small group instruction during extended day.

In addition to the mandated number of minutes, ELL Beginner and Intermediate students on grades 6-9 receive additional Academic Intervention periods.

Grade 6 receives 3 additional 45 minute AIS ELA/ESL periods.

Grade 7 receives 2 additional 45 minute AIS ELA/ESL periods.

Grade 8 receives 5 additional 45 minute AIS ELA/ESL periods.

Grade 9 receives 3 additional 45 minute AIS ELA/ESL periods.

9. ELL students who reach proficiency are placed in an Advanced ELL class for up to two years. These students receive the benefit of a push in ESL teacher in the content areas. This provides these students with additional language support. In addition, these students attend extended day for help in all subject areas.

10. For the 2011-2012 school year, we will be implementing smart boards in all of the ELL classrooms to provide our students with visual support in all of their lessons. We have also created a "Newcomers" class. This class contains English Language Learners who are in an English Language School system for less than one year. The students will focus on acquiring English through the content areas.

11. For the 2011-2012 school year we are no longer designated as a Title 1 school. We will no longer be able to provide our ELL students with SES after school and Saturday programs. Therefore, to support our ELLs we will be providing them with an after-school program to support ELA/ESL instruction. The program will take place two days each week from January to June. In addition, we will implement the "ELL Vacation Writing Academy" during the December, February, and April vacations. These sessions will focus on NYS ELA exam writing tasks.

12. Our ELL students are offered and participate in all school programs. They attend weekly grade assemblies where they are informed of the different programs and the application process for each program. Parent meetings are also scheduled by the parent coordinator to inform the parents of the ELLs about the extra-curricular activities offered by JHS 157. ELL students also select a talent program they would like to partake in each school year. They participate in all after school activities such as school productions, fund raisers, dances etc. They attend extended day. And they also partake in extra-curricular activities offered Monday-Wednesday such as Chess, Cooking, and Ballroom Dancing. In addition, many of ELL students participate in the 21st Century after school program at JHS 157. Many of our 9th grade English Language Learners participate in the Queens Community House "Steps" program. We encourage our English Language Learners to take advantage of the many programs offered at JHS 157. These programs are opportunities for our ELLs to develop language with the help of their peers. In addition, all ELLs will be offered the opportunity to attend an afterschool ELA/ESL program two days each week from January until June. They will also be offered to attend the "ELL Vacation Writing Academy" during the December, February, and April vacations. These sessions will focus on NYS ELA exam writing tasks.

13. We use Achieve 3000 to support the language development of our ELLs. This school year we will also be implementing the use of smart boards in all of our ELL classrooms to support their immersion in the Common Core Learning Standards. We also use the scholastic fiction and non-fiction libraries Level A-Z to implement small group instruction within our units of study.

B. Programming and Scheduling Information--Continued

8. 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.
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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?

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- 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 Parent Coordinator conducts workshops for parents on topics such as internet safety, school functions and activities, and community services.
- The Parent Association organizes 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 are available at all school meetings.
- All teachers are provided with the DOE translation phone number to assist them in all parent meetings.
- Workshops will be conducted for parents of English Language Learners throughout the school year. Topics consist of:
 - September 2011: The Common Core Learning Standards
 - November 17, 2011: The Common Core Learning Standards
 - February 2012: The ELA Exam
 - March 2012: The NYSESLAT Exam
- 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. 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.).
- Activities and classes will be offered to ELL parents.
- Counseling will also be available to any ELL parent in need.
- To encourage our ELL parents to participate in the completion of the School Survey we will 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.
 - The school computers will be available to parents to complete the survey.
- Parents are surveyed by the Parent Coordinator, Ms. Virginia Dente to assess areas of need. All activities offered to parents at JHS 157 are reflective of parental requests for increased communication by the school community.

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)?

Paste 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.

D. 1. For the 2011-2012 school year, JHS 157 will continue their partnership with The Internationals Network. The International Network will provide monthly professional development workshops for all of our ELL content area teachers. The focus of the workshops is the integration of language development in content area instruction. These workshops contain strategies for differentiating the instruction for all ELLs. They also support teachers' attempts at a project based learning approach in the ELL classroom. In addition, we will be sending our ELL teachers to the OELL workshops. The first workshop will be attended by ESL teachers Ms. Cassano-Repole and Ms. Jennifer Mahlstadt on November 4, 2011. This OELL workshop will be on the topic of: Distinguishing Between Language Acquisition and Learning. The Instruction Consultant will be attending a series of workshops provided by New York University on the topic of Culturally Responsive Instruction. This professional development will be presented to the entire staff during bi-weekly professional development sessions. Our ELL teachers are also provided individual sessions with the Instruction Consultant, Ms. Benza. The Instruction Consultant meets with the ELL teachers to provide instructional support inside their classrooms.

CFN 208 will also be providing administrators (principal and assistant principals) with a series of professional development sessions throughout the 2011-2012 school year. These sessions will be conducted by Ms. Marianne Cucchiara. The sessions will focus on the type of infrastructure needed and the instructional and professional learning opportunities that need to be "re-envisioned" in order for our ELLs to meet the new Common Core Learning Standards. This PD will also consist of 3 lab site visits by groups to schools in the network to model the instructional changes needed.

2. The guidance counselors provide staff members support to assist ELLs in the transition from Elementary to Middle School and Middle School to High School. Guidance Counselors attend workshops which focus specifically on student transitioning the strategies attained are shared with staff members at staff conferences and departmental professional development sessions. In addition, the Queens Community House staff members support our school with assisting students in transitioning from the middle school to high school. On November 21st the director of the Queens Community House will assist the A.P of 8th and 9th grade ELLs in a workshp on the High School credit system. In this workshop students will learn how they earn H.S. credits.

3. All staff (common branch teachers, subject area teachers, and special education teachers) will receive ELL at least 7.5 hours of ELL training during the 2011-2012 school year. The ELL teachers attending the Internationals professional development series will turn-key the strategies acquired in these sessions to the various departments during biweekly department conferences. The focus of the P.D. sessions is the integration of language development in content area instruction. The P.D. agendas, sign-in sheets, and materials of each of these professional development sessions are maintained by the staff and the Assistant Principals.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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5 year program 7/08-6/13

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- To encourage our ELL parents to participate in the completion of the School Survey we will offer the following:
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 - The school computers will be available to parents to complete the survey.
- Parents are surveyed by the Parent Coordinator, Ms. Virginia Dente to assess areas of need. All activities offered to parents at JHS 157 are reflective of parental 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)							16	17	20	10				63

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

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

1. JHS 157 uses the Teacher's College Assessment to assess our ELL students' early literacy skills. This data provides us with students individual reading levels. Teachers use this data in the ELL classroom to differentiate the instruction in the classroom. For the 2011-2012 school year we will be administering a series of ELA assessments using the Prosper system to populate the data. This data will be analyzed with the School Based Instructional Leadership Team. The team will track the trends and monitor and revise our ELA/ELL focused school wide goal.

2. The data patterns across the Lab-R/NYSESLAT exam demonstrate that reading and writing are the weaker modalities for all of our ELLs. The 2011 NYSESLAT demonstrated that Writing is the weakest modality across all grades 6-9.

3. The School Based Instructional Leadership Team (Principal, A.P.s for each department, ELA and Math Coaches, and Teacher representative from each department) as well as the LAP Team (see LAP assurances) worked to analyze the 2011 NYSESLAT, ELA, and Math testing data. The 2011 NYSESLAT data has indicated that writing will be the focus area in all of the ELL classrooms. For the 2011-2012 school year ELLs will participate in Common Core writing tasks across all content areas (ELA, Social Studies, Science and Math). In addition we will implement the "Vacation Writing Academy" during the December, February, and April vacations. These sessions will focus on NYS ELA exam writing tasks.

4. JHS 157 has identified writing as the area of weakness across all grades 6-9. Due to our diversity, our ELLs take exams in English as translated versions are not available for many of our ELLs in their home language. The administration analyzes the ELL Periodic Assessment data with the School Based Instructional Leadership Team. This data is used with the School Based Instructional Leadership Team to monitor, revise, and to identify next steps for instruction necessary to ensure success for our English Language Learners. Teachers use the ELL Periodic Assessment Data to create modality based small group instruction in the ELA classroom, for AIS, and in extended day instruction.

5. The School Based Instructional Leadership Team tracks all ELL data sources to monitor and revise our school wide ELA ELL goal. As we identify needs we make changes. For example, we have identified the need for a "Newcomers" class because many of our newcomers who have been required to take the NYS ELA exam in the spring have scored a Level 1 in proficiency. It is our hope that this class will support our newcomers in the acquisition of the language with a small class size and a deep focus on language acquisition within the content areas. This class also supports our intermediate students with a smaller class size and more individual attention.

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	1	7	3			
	I							6	6	4	4			
	A							22	17	15	6			
	P							22	9	22	17			
READING/ WRITING	B							10	9	15	9			
	I							17	12	19	13			
	A							23	12	13	8			
	P							2	0	1	0			

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	22	28	1	0	51
7	22	12	3	0	37
8	23	21	2	0	46
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	18		15		16		0		49
7	9		16		16		7		48
8	6		25		15		5		51
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	11		27		8		1		47
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	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	4	0	1	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	4	0	3	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	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)									
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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

School Name: JHS 157

School DBN: 28Q157

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Vincent Suraci	Principal		11/1/11
Ms. Angela Lisa	Assistant Principal		11/1/11
Ms. Virginia Dente	Parent Coordinator		1/11/11
Ms. Cassano-Repole	ESL Teacher		11/1/11
Ms. Azra Feratovic	Parent		11/1/11
Ms. Zoya Borsky/Math	Teacher/Subject Area		11/1/11
Ms. Jennifer Mahlstadt/ELA	Teacher/Subject Area		11/1/11
Ms. Jeannine Fellin/ELA	Coach		11/1/11
Ms. Tracey Beinstock/Math	Coach		11/1/11
Ms. Shimona Shriki	Guidance Counselor		11/1/11
Mr. Dan Purus	Network Leader		11/1/11
Mr. David Berman/ESL	Other		11/1/11
Ms. Marie Barone-Benza/IC	Other		11/1/11
	Other		11/1/11
	Other		11/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q157** School Name: **Stephen A. Halsey**

Cluster: **2** Network: **208**

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 ATS reports are generated and Home Language Survey Forms are reviewed regularly by the LAP team. In addition , 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 the LAP team analyzes all of this data, oral translation services are sought within the school community. As we have a very diverse population of students,the Department of Education's Translation and Interpretation Unit is used when ever needed.

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. The findings of the LAP team 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 (Russian and Spanish). Teachers are informed of the various translation and interpretation 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 for parents. Throughout the school year, we use the Department of Education's Translation and Interpretation unit for individual parent conferences.

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 whenever possible, the school has a list of all bilingual staff. These staff members provide additional support for non-English speaking parents. In addition, the Department of Education's Translation and Interpretation Unit is used regularly to provide translation for individual parent meetings throughout the school year.

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 whenever possible, the school also has a list of all bilingual staff who can provide additional support for non-English speaking parents. We have staff members who speak Arabic, Spanish, Bengali, Urdu, Punjabi, French, Russian and Hebrew. These staff members assist the 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 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

TITLE III PLAN

2011-2012

DBN : 28Q157

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2011-2012

Directions: In anticipation of the allocation of Title III funding to your school for 2011-12 at the same funding level as 2010-11, indicate below whether there will be any revisions for 2011-12 to your school's approved 2011-12 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 2010-11 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 2011-12 (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 2011-1 (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 2011-12 (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 188

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 2011-2012 school year, our teacher team continues 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 November, 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 exam. 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 **January 2012**, a ELL study team will be working two times each month to research and implement effective ESL strategies. The 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 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 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 receive 11 periods of ESL instruction a week by a certified ESL instructor.
- SY 2011-2012, in addition to the above plan, we have implemented the following: we have created an 852 class for new arrival non-English speaking ELL students. This class will be supported by a per diem licensed ELL teacher

Our 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 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 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 exams. The next two sessions are scheduled for February 22, 23, and 24th as well as April 10, 11 and 12. The Title III funds will also be used to purchase bilingual libraries for our ESL classrooms.

Section III. Title III Budget

School: **JHS 157**
 BEDS Code: **342800010157**

Allocation Amount: \$20,480		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	3 Teachers 9 Days 3 hours per day Per Session Rate:\$49.89 Total Cost: \$4041 1 Supervisor 9 Days 3 hours per day Per Session Rate: \$52.21 Total Cost: \$1409 1 ELL Teacher per diem 19 days: Rate \$154.00 Total Cost: \$2945	<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 on December 28, 29, and 30 th . 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 24 th as well as April 10, 11 and 12.

	Total Cost: \$5450.00	
Purchased services - High quality staff and curriculum development contracts		<input type="checkbox"/>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1545	
Educational Software (Object Code 199)	\$10,329	<input type="checkbox"/> Achieve 3000 literacy software for ELL learners
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	\$20,480	