



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** JHS 157 STEPHEN A. HALSEY  
**DBN (i.e. 01M001):** 28Q157  
**Principal:** MR. VINCENT SURACI  
**Principal Email:** VSURACI@SCHOOLS.NYC.GOV  
**Superintendent:** DR. B. FFOLKES-BRYANT  
**Network Leader:** MR. D. PURUS

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Mr. Vincent Suraci	*Principal or Designee	
Ms. S. Sussman	*UFT Chapter Leader or Designee	
E. Ades and B. Zuckerman	*PA/PTA President or Designated Co-President	
Ms. D. Muller	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	
A.Bartholomew	Member/ Teacher	
S. Shriki	Member/ Teacher	
J. Zuckerman	Member/ Teacher	
M. Golden	Member/ Teacher	
A.Feratovic	Member/ Parent	
L.Elua Weiner	Member/ Parent	
S. Bromberg	Member/ Parent	
L. Morrow	Member/ Parent	
K. Groh	Member/ Parent	
D. Tanzer	Member/ Parent	
E. Aminova	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, 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 (50-75 points) 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.

At JHS 157 Stephen A. Halsey, approximately 204 students have been identified as ELLs; these students comprise 14.9% of the total student population. Based on the school's 2012-2013 New York State School Report Card, 53.7% of the English Language Learners are at the 75<sup>th</sup> Growth Percentile or higher. It is the school's goal to increase the number of English Language Learners who are at the 75<sup>th</sup> Growth Percentile. At JHS 157, ensuring the academic success of the English Language Learners in ELA is of the utmost importance. Therefore, providing exceptional, challenging learning opportunities for English Language Learners continues to be a high priority goal.

### Instructional Strategies/Activities

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

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

1. For the 2013-2014 school year, JHS 157 will provide ELL personnel one on one professional support and development in scaffolding the Common Core Learning Standards for the ELLs with the Instructional Consultant and the ELL Coordinator/Coach. These two professionals will work one-on-one with teachers to assist them in the scaffolding of CCLS aligned lessons to meet the needs of the ELLs they teach.
2. Achieve 3000 will be implemented in the ESL and AIS classrooms for all Beginner, Intermediate, and Advanced English Language Learners. Students will work with the program for two to five 45 minute periods each week.
3. For the 2013-2014 school year, JHS 157 will pilot Dr. Kate Kinsella's English 3D program with the 7th grade Beginner/Intermediate ELLs and the ELLs with IEPs. This program will support the ELLs in the acquisition of the CCLS Reading and Writing Standards.
4. Rosetta Stone will be utilized in the ESL classroom with Beginner ELLs. Beginner ELLs will work with the Rosetta Stone program for four 45 minute periods each week.
5. 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, to support ELA instruction throughout the school.
6. ELL Beginner and Intermediate students on grades 6-9 receive additional "Academic Intervention" (AIS) periods of instruction as follows:  
Grade 6 receives 2 additional 45 minute ELA/ESL AIS periods  
Grade 7 receives 3 additional 45 minute ELA/ESL AIS periods  
Grade 8 receives 3 additional 45 minute ELA/ESL AIS periods
7. JHS 157 will establish the English Language Learner Vacation Academy. English Language Learners will participate in the ELL Academy during the February and April vacation weeks. These sessions will focus on the NYS ELA examination writing tasks.
8. Beginning January 2014, English Language Learners will have the opportunity to attend the ELA test preparation program. Students will participate in a series of 10 sessions that will focus on preparing them for the 2013 English Language Arts examination.

9. A teacher team on each grade (6-9) will be established in each of the content areas. A teacher specializing in English as a Second Language Instruction will work on each team. These teachers have participated in the International's Professional Development Series during the 2010 and 2011 school years. These ELL instructional specialists will work to assist the teacher teams in carefully scaffolding all of instruction for the English Language Learners in grades 6-9 across all content areas.

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

1. Instruction Consultant and ELL Coach
2. ELL Coach and ESL Teachers
3. ELL Coach and ESL Teachers servicing ELLs with IEPs.
4. ELL Coach, ESL Teachers, ELL Assistant Principal
5. All content area teachers, Instruction Consultant, and ELL Coach
6. AIS Teachers
7. ESL teachers and ELL Assistant Principal
8. ESL and ELA Teachers and ELL Assistant Principal
9. ESL and ELA Teachers, Instruction Consultant, and ELL Assistant Principal

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

1. Weekly review of lesson plans by the Instruction Consultant and Assistant Principal will be conducted. Monthly observations aligned to the Danielson Rubric to evaluate the effectiveness of the Common Core Aligned unit and lesson plans will be conducted.
2. ESL teachers will implement, analyze, and track the progress of the ELL students 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.
3. English 3D assessments will be administered and analyzed by the ELL Coach and the ELL Assistant Principal.
4. ESL Teachers and the ELL Coach will evaluate students' progress on the Rosetta Stone program each month.
5. Monthly observations aligned to the Danielson rubric will be conducted to assess effectiveness of strategy.
6. Achieve 3000 assessments administered in September, January, and June will be analyzed.
7. Writing assessments administered will be reviewed by the ELL Coach and the ELL Assistant Principal.
8. ELA Benchmark Assessments will be reviewed by the ESL and ELA teachers.
9. Teachers will meet weekly to assess ELL student work samples and ELA Benchmark assessments.

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

1. September 4, 2013-June 28, 2014
2. September 4, 2013-June 28, 2014
3. January, 2014-June 28, 2014
4. October, 2013-June 28, 2014
5. September 4, 2013-June 28, 2014
6. September 4, 2013-June 28, 2014
7. December, 2013-April, 2013
8. February-April 2014
9. September 4, 2013- June 28, 2014

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

1. Weekly/daily meetings will take place with the ELL Coach and the Instruction Consultant.
2. ESL Teachers will be provided with 90 minute Literacy Blocks. ESL teachers will be provided with Laptop computer carts complete with a class set of computers.

3. English 3D program materials will be ordered.
4. The Rosetta Stone contract will be renewed for the 2013-2014 school year.
5. Cabinet meetings will be conducted monthly to analyze observation data obtained from the Teachboost program.
6. Additional periods will be programmed into the schedules of the grade 6-8 ESL classes.
7. ESL teachers will be scheduled to teach the Vacation Academy program.
8. ELA, ESL teachers, and ELL Assistant Principal will meet in biweekly department meetings.
9. Teachers will have a scheduled Teacher Team Meeting each Wednesday, from 2:20-3:10 P.M.

**Strategies to Increase Parental Involvement**

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

1. Workshops for ELL parents will be conducted by members of the Language Allocation Policy team throughout the school year.  
Topics will include: The Common Core Learning Standards, The 2014 English Language Arts Examination, and The 2014 NYSESLAT Examination.
2. For the 2013-2014 school year parents will have access to the Pupil Path website. This site will provide parents with immediate information regarding their child's education. Pupil Path allows parents to view:
  - Assignments and projects along with due dates;
  - Child's performance in each class including homework, class work, tests and projects;
  - Progress reports from teachers throughout the school year;
  - Handouts and assignments when children are absent;
  - School announcements, new calendar listings and upcoming events.
3. For the 2013-2014 School year, JHS 157 will participate in the NYC Parent Academy Community Workshops. This collaborative citywide program supports student achievement by creating and enhancing partnerships within the school communities and strengthening parent involvement. Parents will attend three workshops during the 2013-2014 school year. The workshop topics will include:
  - How to get the most out of parent-teacher conferences
  - Strategies for working within a team
  - Identifying resources to support your child's learning and developmental needs
  - Understanding the Common Core learning standards, standardized tests, and response to intervention
  - Learning how to help your child be ready for college and careers
  - Understanding Special Education and how to support your child's ability to learn
  - Technology training: basic computer skills, social media, and cyber-bullying awareness

**Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
---	----------	----------	-----------	---	-----------	-----------	--------

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

N/A

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, there will be a 10% increase in teachers performing at the effective/highly effective level on the Danielson Rubric Component 3B: Using Questioning and Discussion Techniques as measured by the Teachboost Observation Tracking System.

**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.

JHS 157 has conducted a review of the 2012-2013 teacher observation reports. This data inspired school leaders in collaboration with the school community to develop a school wide goal around Danielson component 3B: Using Questioning and Discussion Techniques.

**The following is JHS 157's 2013-2014 school wide goal/vision:**

The use of a variety of questions or prompts (writing) to challenge students to think cognitively, to advance high-level thinking and discourse, and promote metacognition. Encourage students to formulate questions and initiate topics, challenging one another's thinking in accountable conversations. (3B Using Questioning and Discussion Techniques).

***Instructional Strategies/Activities***

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

**1. Strategies/activities that encompass the needs of identified subgroups**

1. The Principal and Assistant Principals will conduct monthly observations using the Danielson Teaching Rubric. School leaders will provide teachers with feedback in the form of observation reports and post observation meetings.
2. Ongoing Professional Development will be provided to all teachers across all departments on the Danielson Teaching Rubric Component 3B: Using Questioning and Discussion Techniques. These professional development sessions will be provided during teacher team meetings and department conferences.
3. The Instruction Consultant, the Literacy Coach and the Social Studies Coach will work one-on-one with teachers to plan lessons which utilize higher order questioning and Accountable conversations.
4. At weekly team meetings, teachers will reflect on practice and collaboratively review lesson plans to ensure that plans show evidence of effective and highly effective use of questioning and discussion techniques.

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

1. Principal and Assistant Principals
2. Assistant Principals, Social Studies Coach, ELA Coach, and Instruction Consultant
3. Assistant Principals, Social Studies Coach, ELA Coach, and Instruction Consultant
4. ELA and ESL Teachers, Instruction Consultant and Literacy Coach

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

1. Initial Indicator September/October 2013: The first round of observations will be conducted across content areas. The observation reports will be entered into Teachboost. The Teachboost program will generate data evaluating teachers' progress with component 3B. School leaders will analyze the data.

Midterm Progress Point November/December 2013: The second and third rounds of observations will be conducted across content areas. The observation reports will be entered into Teachboost. The Teachboost program will generate data evaluating teachers' progress with component 3B. School leaders will analyze the data and plan next steps (ie. professional development)

Midterm Progress Point January/February 2014: The fourth and fifth series of observations will be conducted across content areas. The observation reports will be entered into Teachboost. The Teachboost program will generate data evaluating teachers' progress with component 3B. School leaders will analyze the data and plan next steps (ie. professional development).

Midterm Progress Point March/April 2014: The final series of observations will be conducted across content areas. The observation reports will be entered into Teachboost. The Teachboost program will generate data evaluating teachers' progress with component 3B. School leaders will analyze the data and plan next steps (ie. professional development).

End term Progress Point-June 2014: All 2013-2014 Observation data on Danielson component 3B will be analyzed. Based on this data tentative school wide goals will be drafted for the 2014-2015 school year.

2. Teachers will complete professional development surveys indicating effectiveness of professional development and next steps for future professional development sessions. These surveys will be evaluated by the Principal, Assistant Principals, and the Coaches.
3. Lesson plans will be assessed by the Instruction Consultant and Assistant Principals for effective questioning and discussion techniques.

4. Lesson plans will be assessed by the Instruction Consultant, Assistant Principals and Coaches.

**4. Timeline for implementation and completion including start and end dates**

- 1. September 2013-June 2014
- 2. September 2013-June 2014
- 3. September 2013-June 2014
- 4. September 2013-June 2014

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

- 1. Principal and Assistant Principals will meet in biweekly cabinet meetings to review the Teachboost data.
- 2. Weekly Grade Team meetings and biweekly department conferences will be scheduled for professional development sessions.
- 3. Weekly Grade Team meetings and Teacher Team meetings will be scheduled for the coaches to work with teachers. Preparation periods will also be scheduled for planning with the Instruction Consultant, the ELA Coach, and the Social Studies Coach.
- 4. Weekly Grade Team meetings will be scheduled for the teachers.

**Strategies to Increase Parental Involvement**

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

The Parent Academy will provide bi-monthly workshops for parents to assist them in becoming familiar with the new Advance system and the new teacher evaluation system.

**Budget and Resource Alignment**

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

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

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

N/A

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, students on grades 6-8 will be able to effectively establish and maintain a focused position in an argumentative writing piece (CCLS W.1) as measured by a 3% increase in students scoring a Level 3 or Level 4 on the New York City Performance Assessment Rubric, Trait 1: Focus: Position.

**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 2013 school year, JHS 157 experienced a 16.9% decline in the number of students achieving a Level 3 or Level 4 on the New York State English Language Arts exam. On average, New York City schools experienced a decline of 30-40% of students achieving a Level 3 or Level 4. While JHS 157 did not experience as significant a decline, we will take aggressive measures to remedy this decline in student performance. In addition, after completing an analysis of both the 2013 English Language Arts Examination and the New York City Performance Assessment data, we have identified a specific area of weakness within Common Core Writing Standard W1: Argumentative writing. The specific area of weakness was identified as maintaining a focused position in an argumentative writing piece.

**Instructional Strategies/Activities**

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

**1. Strategies/activities that encompass the needs of identified subgroups**

- 1. Students will participate in Argumentative Writing tasks in each of the content areas (ELA, Math, Social Studies, and Science).
- 2. A Common Core Standard setting task where the teaching points are listed in the Criteria for Success aligned to the New York City Performance Assessment traits 1-7 so that students become thoroughly familiar with the language of the Common Core Standards will be designed by the teacher teams. These tasks and Criteria for Success will be utilized across each grade level and content area. Each of the teaching points of the Common Core Criteria for Success will be

assessed in student writing through the use of a Profile Sheet whose purpose is twofold: the identification of students' strengths and weaknesses in argument writing and the next steps for instruction development. Each Argumentative Profile sheet will highlight Trait 1: Focus: Position. Peer revision lessons in which student argument writing is analyzed and evaluated will be designed by teachers. Students rate the writing of a peer and contribute revision suggestions by creating Common Core Standard setting commentary. This student commentary is based on the rubric connected to the Criteria for Success.

3. Cabinet meetings will be conducted to review argumentative writing and argumentative writing data (Profile sheets) to evaluate progress toward meeting the goal.

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

1. ELA, ESL, and Content area teachers will have scheduled weekly teacher team meetings. At these meetings, they will work to create argumentative writing tasks.
2. ELA, ESL, and Content area teachers will have scheduled weekly teacher team meetings. At these meetings, they will work to create CCLS aligned argumentative tasks, rubrics, and Criteria for Success.
3. Principal, Assistant Principals, ELA Coach, Social Studies Coach, and Instruction Consultant.

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

1. Teachers will work in Teacher Teams to analyze student work samples on each grade. Teachers will use the rubrics (Level 1-4) and the populated profile sheets to rate the quality of student work.
2. Teachers will work in Teacher Teams to analyze student work samples on each grade. Teachers will use the rubrics (Level 1-4) and the populated profile sheets to rate the quality of student work.
3. School leaders will study the argumentative writing data to evaluate effectiveness.

**4. Timeline for implementation and completion including start and end dates**

1. September, 2013-June, 2014
2. September, 2013-June, 2014
3. January, 2013-June, 2014

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

1. ELA, ESL, and Content area teachers will have scheduled weekly Teacher Team meetings.
2. ELA, ESL, and Content area teachers will have scheduled weekly Teacher Team meetings.
3. Monthly cabinet meetings will be scheduled to study argumentative writing data.

**Strategies to Increase Parental Involvement**

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

1. For the 2013-2014 school year parents will have access to the Pupil Path website. This site will provide parents with immediate information regarding their child's education. Pupil Path allows parents to view:
  - Assignments and projects along with due dates;
  - Child's performance in each class including homework, class work, tests and projects;
  - Progress reports from teachers throughout the school year;
  - Handouts and assignments when children are absent;
  - School announcements, new calendar listings and upcoming events.

In addition, the Teachers will use Pupil Path to post specific explanations of the units of study, the tasks, the criteria for success and the rubrics for the argumentative writing projects.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

N/A

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

**1. Strategies/activities that encompass the needs of identified subgroups**

4.

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

1.

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

1.

**4. Timeline for implementation and completion including start and end dates**

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

N/A

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

**1. Strategies/activities that encompass the needs of identified subgroups**

6.

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

1.

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

- 1.
- 4. Timeline for implementation and completion including start and end dates**
- 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

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

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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

--

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. Achieve 3000</li> <li>2. English 3D</li> </ol>	Small group Small group	During the school day During the school day
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>6. Fluency</li> <li>7. Application</li> <li>8. Conceptual Understanding</li> </ol>	Small group	During extended day
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Robotics</li> <li>2. Grade 8 Earth Science Regents Prep</li> <li>3. Grade 8 Living Environment Regents Prep</li> <li>4. Web Design</li> <li>5. The Technology Assistance Program</li> </ol>	Small group	During extended day
<b>Social Studies</b>	Student Government	Small group	During extended day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student attendance counseling	Individual	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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:

**JHS 157 PARENT INVOLVEMENT POLICY 2013-2014**

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 procedures which will be planned for the parent community during the 2013-2014 school year. We believe that by developing a strong partnership with parents, we will ensure the academic, social, and emotional development of students. The Parent Involvement Policy and the School-Parent Compact will be distributed during Parent Association Meetings and the Parent Teacher Conference Days.

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 2012-2013 Learning Environment Survey has indicated that the parents of JHS 157 have acknowledged an increase in the school's communication outreach efforts. The 2012-2013 Communication score was 8.1 this was an increase from last year's score of 7.2. The following is programs and activities planned to continue 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 incoming 6th graders will be invited to the school for an orientation.
- 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, Nutrition, the Pupil Path Website, and the Common Core Learning Standards.

- The Parent Coordinator has a weekly reminder e-mail to parents. This email reminds parents of the 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:
  - November 21, 2013: Common Core Learning Standards and your child's curriculum
  - February 2014: Preparing your child for the 2013 English Language Arts examination
  - March 2014: Preparing your child for the NYSESLAT exam
  - For the 2013-2014 School year, JHS 157 will participate in the NYC Parent Academy Community Workshops. This collaborative citywide program supports student achievement by creating and enhancing partnerships within the school communities and strengthening parent involvement. Parents will attend three workshops during the 2012-2013 school year. The workshop topics will include:
    - How to get the most out of parent-teacher conferences
    - Strategies for working within a team
    - Identifying resources to support your child's learning and developmental needs
    - Understanding Common Core learning standards, standardized tests, and response to intervention
    - Learning how to help your child be ready for college and careers
    - Understanding Special Education and how to support your child's ability to learn
    - Technology training-including basic computer skills, social media, and cyber-bullying awareness
- The Parent-Teacher Association will organize Family Activity Nights such as the Halsey Fun Night.
- Data.cation/Pupil Path, 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. Pupil Path allows parents to monitor:
  - Assignments and projects along with due dates
  - Child's performance in each class including homework, class work, tests and projects
  - Progress reports from teachers throughout the school year
  - Handouts and assignments when children are absent
- 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 inform parents about the implementation of the Common Core Learning Standards throughout the curriculum.
- The DOE Halsey website will be updated regularly by the Technology Team. This web site also will provide parents with school information.
- The 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. It will also provide 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 Russian speaking parents with English Language Learning Classes. They also provide parents with strategies to help their children obtain English proficiency.

The 21st Century Grant:

- 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 on-site 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 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.



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

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

**JHS 157 2013-2014 School-Parent Compact**

JHS 157 will institute the School Parent Compact to strengthen the home-school connection. JHS 157's faculty and parents agree that this Compact outlines the ways in which the school staff, parents, and students will share responsibility for ensuring academic achievement.

**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.
- Provide teachers with valuable Professional Development opportunities.
- Frequently review and monitor all school data to track trends with 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, instructional supports 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 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.
- Sign in to Pupil Path regularly to monitor:
  - Assignments and projects along with due dates
  - Child's performance in each class including homework, class work, tests and projects
  - Progress reports from teachers throughout the school year
  - Handouts and assignments when children are absent
- School announcements, new calendar listings and upcoming events
- 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.
- Ensure that their child attends after school programs such as English Language Arts and Math test preparation courses.
- Work in an overall collaborative manner to ensure their child's success.
- Participate in the *Parent Academy* workshops.
- 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 each day
- Participate in grade assemblies
- Create rigorous academic goals alongside their teachers and parents

5.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

District <b>28</b>	Borough <b>Queens</b>	School Number <b>157</b>
School Name <b>Stephen A. Halsey</b>		

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

Principal <b>Mr. Vincent Suraci</b>	Assistant Principal <b>Ms. Angela Lisa</b>
Coach <b>Ms. Stephanie Blasse</b>	Coach <b>Ms. Tracey Beinstock</b>
ESL Teacher <b>Ms. Jennifer Mahlstadt</b>	Guidance Counselor <b>Ms. Shimona Shriki</b>
Teacher/Subject Area <b>Ms. Megan English/ELA</b>	Parent <b>Ms. Azra Feratovic</b>
Teacher/Subject Area <b>Ms. Zoya Borsky/Math</b>	Parent Coordinator <b>Ms. Virginia Dente</b>
Related Service Provider <b>Ms. Bibi MacSaveny</b>	Other <b>Ms. Erin Bennett</b>
Network Leader(Only if working with the LAP team) <b>Mr. Daniel Purus</b>	Other <b>Ms. Marie Barone-Benza</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1487</b>	Total number of ELLs	<b>204</b>	ELLs as share of total student population (%)	<b>14.66%</b>
--	-------------	----------------------	------------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	204	Newcomers (ELLs receiving service 0-3 years)	128	ELL Students with Disabilities	57
SIFE	8	ELLs receiving service 4-6 years	56	Long-Term (completed 6+ years)	20

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	128	7	17	56	1	25	20	0	15	204
Total	128	7	17	56	1	25	20	0	15	204

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**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
<b>TOTAL</b>	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							9	13	13	3				38
Chinese							1	3	1	0				5
Russian							9	18	27	5				59
Bengali							2	0	1	0				3
Urdu							2	1	2	0				5
Arabic							1	3	2	1				7
Haitian							0	0	0	0				0
French							0	0	2	0				2
Korean							0	0	0	0				0
Punjabi							2	1	0	0				3
Polish							0	1	0	0				1
Albanian							0	0	0	0				0
Other							28	22	26	5				81
<b>TOTAL</b>	0	0	0	0	0	0	54	62	74	14	0	0	0	204

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							23	27	19	8				77

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							7	6	26	7				46
Advanced (A)							27	25	26	3				81
Total	0	0	0	0	0	0	57	58	71	18	0	0	0	204

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							12	22	14	3			
	I							12	15	21	7			
	A							14	9	29	6			
	P							19	12	7	2			
READING/ WRITING	B							27	29	22	10			
	I							15	13	23	8			
	A							15	15	24	0			
	P							0	1	2	0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	38	5	0	0	43
7	30	11	0	0	41
8	40	12	0	0	52
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	31		7		2		0		40
7	18		15		3		2		38
8	28		18		2		1		49
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	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								

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  1. JHS 157 uses a series of Common Core aligned assessments to assess our ELL students' early literacy skills. The data from these assessments is generated by the Prosper system. Prosper organizes a skills analysis report identifying each individual student's areas of strength and areas in need of improvement. Teachers use this data to differentiate the instruction in the classroom. This data will be analyzed with the LAP Team and the School Based Instructional Leadership Team. The teams will track the trends and monitor and revise our ELA/ELL focused Comprehensive Educational Plan goal.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns across the NYSESLAT exam demonstrate that reading and writing are the weaker modalities for all of our English Language Learners. The Lab-R examination trends demonstrate that 77% of our incoming English Language Learners are at a Beginner English proficiency level. As of October 2013, 13 English Language Learners were tested with the Lab-R examination. Ten of the thirteen students tested scored a Beginner proficiency level and 3 scored at an advanced proficiency level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

JHS 157 has identified reading and writing as the areas of weakness for our English Language Learners 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. The administration analyzes the ELL Baseline and Benchmark data reports with the LAP team and the School Based Instructional Leadership Team. This data is used by 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 Baseline and Benchmark Assessment Data to plan group instruction in the ELA classroom, for AIS, and in extended day instruction. The Language Allocation Policy team tracks all ELL data sources to monitor and revise our school wide CEP ELA/ELL goal. As we identify areas of need, we make adjustments to our curriculum. For example, the school has identified the need to provide our 7th grade Beginner and Intermediate ELLs and our ELLs who have IEPs with additional support in the acquisition of the Common Core Writing Standards. To provide further support, students have additional AIS periods in their programs. During the AIS periods the students will work with both Achieve 3000 and Dr. Kate Kinsella's English 3D program.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. The Language Allocation Policy team tracks ELL proficiencies across the grades. For the 2013-2014 school year, the 6<sup>th</sup> graders' language proficiency level is a Beginner/Intermediate level. The 7<sup>th</sup> grade ELLs language proficiency is predominately at a beginner level. The grade 8 ELLs are Intermediate/Advanced. English Language Learners have the option of taking the NYS Math examination in their home language when available. As many of our English Language Learners speak Uzbek, they do not have test translations available to them. Students who take the NYS math examination in their home language have performed better than students taking the NYS Math examination in English.
    - b. The ESL teachers administer the ELL Periodic Assessments. This data is used to create "modality based" small group instruction in the classroom, during AIS, and during extended day. The data is also used to create lessons which develop each specific modality. The ELL Periodic Assessment data is reviewed by both the LAP team and the School Based Instructional Leadership Team. These teams work to identify trends and to create next steps for ELL instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?

Information obtained from the parent interview and the Lab-R testing is used to make instructional decisions regarding a child's second language development. Content area teachers use language objectives in each lesson to work to support students' acquisition of the second language. In addition, students' second language is supported in the ESL classroom through the use of translation

dictionaries and translated materials whenever possible.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

The JHS 157 Language Allocation Policy Team and the School Based Instructional Leadership teams work to analyze all ELL data sources throughout the school year. Progress toward meeting the English Language Arts ELL CEP goal is monitored. The Achieve 3000 Assessment Lexile Level Measurement is monitored. For the 2012-2013 school year, JHS 157 achieved the Comprehensive Educational Plan's goal for English Language Learners. The English Language Learners achieved a 50 to 100 point lexile level increase.

## Part IV: ELL Identification Process

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

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

At JHS 157, we strive to support parents in making informed decision about the ELL program options that are 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. B. MacSaveny, Ms. J. Mahlstadt and Ms. E. Parisi) 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 into 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. At this meeting, the parent is provided with 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 the HLIS form, the Parent Program Selection form, and the placement letter are placed into the students' records. An additional copy of each document is kept on file in the Assistant Principal's office. Lastly, the data is entered into ATS.

All Parent Survey forms are initially reviewed by the 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 2013-2014 school year, for the month of September, 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 and receive 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.

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.

JHS 157 ensures that parents understand all three program choices in a one-on-one interview that is scheduled immediately when the student is registered. If a parent is unable to stay for this meeting when they come into the school to register their child, the school schedules an appointment at the convenience of the parent within a week of the student's initial registration. At this meeting, the parent meets with an ESL licensed teacher or the ELL Assistant Principal. They are provided with a one-on-one translator. If there is no translator available in the school, the Translation and Interpretation Unit is utilized. At this meeting, the parent watches the Department of Education Parent Video in their home language. The ESL teacher, with the assistance of the translator, then explains the three program choices to the parent and answers any questions they may have. Parents are also provided with a pamphlet of information about the three programs in their home language.

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

Parent Survey and Program Selection Forms are distributed and returned immediately during the one-on-one parent meeting with the ESL teacher. The ESL teacher utilizes a translator and assists the parent in thoroughly understanding the choices available to them. These materials are completed and returned at the meeting. Non-entitlement letters are distributed to parents when a child achieves proficiency on the NYSESLAT examination.

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.

Students are placed in bilingual or ESL instructional programs based on parent choice on the Program Selection Form. Again, a meeting is scheduled with the parent to explain the program options. At this meeting, the parent watches the Department of Education Parent Video in their home language. The ESL teacher, with the assistance of the translator, then explains the three program choices to the parent and answers any questions they may have. Parents are also provided with a pamphlet of information about the three programs in their home language.

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

The ATS RLAT and RNMR reports are generated in order to ensure that all English Language Learners are administered each component of the NYSESLAT exam. SESIS is consulted to identify ELLs with IEPs to ensure that these students receive specific testing accommodations. The ESL teachers create a testing schedule. The ESL teachers administer the speaking, listening, reading, and writing sections to each grade on different days. Again, ELLs with IEPs receive all testing accommodations listed in their individual IEP.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

All Parent Survey forms are initially reviewed by the 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 2013-2014 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 and Dual Language programs 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 and receive 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 V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction for our English Language Learners is delivered with a self-contained ESL model. We use a block program model where students travel together as a group. There are 4 ESL classes (651, 751, 851, 901) containing Beginner and Intermediate ESL students. 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: 605, 705, and 805. 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 in grades 6-9 receive additional AIS periods.

Grade 6 receives 2 additional 45 minute AIS ELA/ESL periods.

Grade 7 receives 3 additional 45 minute AIS ELA/ESL periods.

Grade 8 receives 3 additional 45 minute AIS ELA/ESL periods.

During these periods, students work with the Achieve 3000 program and Dr. Kate Kinsella's English 3D program.

Students who have achieved proficiency are often placed in classrooms with Advanced ESL students. These students receive the benefit of an ESL teacher to provide them with continued support for one to two years after reaching NYSESLAT proficiency.

All content area instruction is delivered in English. Native language support is provided with translation dictionaries and supplemental materials in the students' home language wherever possible. The content area teachers of English Language Learners work to utilize a variety of Q-Tel, ExCell, and International's professional Development strategies to support students' understanding. In addition, all lessons in the content areas contain a language component.

All ESL students (SIFE, Newcomers, 4-6 years and Long Term ELLs, Special Needs ELLs ) receive additional support from the ESL specialist who employs a 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. The Literacy workshop is comprised of a warm-up, connection, a mini-lesson, an active engagement, a link, a work period, and a closing.

All of the English Language Learners work with Common Core Learning Standard aligned units of study. JHS 157 strives to align the ESL instruction with the ELA curriculum for each grade to ensure equity of content and curriculum. All of the English Language Learner will be working with the Expeditionary Learning units of study. 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, Long Term ELLs, and Special Needs ELLs) work with the Achieve 3000 program.

For the 2013-2014 school year, the 751 beginner ELL class and all of the ELLs with IEPs will be working with Dr. Kate Kinsella's English 3D program. This program will support ELLs in the acquisition of the Common Core Writing Standards.

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. Teachers will use CCLS aligned mini and culminating writing projects in combination with writing on demand assignments to assess students writing.

All ELL students will be assessed with the NYC (MOSEL) assessments and CCLS aligned benchmark assessments multiple times throughout the school year. These assessments will provide the teachers with a skills analysis for each student.

Furthermore, the ELLs will take the ELL periodic assessment tests this school year. All of these data sources will be used to track the students' progress throughout the school year .

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)?

Six full-time ESL teachers and one part-time ESL teacher for ELLs with IEPs provide services for all Beginner, Intermediate and Advanced ELLs. Instruction for our English Language Learners is delivered by a self-contained ESL model. A block program

model where students travel together as a group is used. There are 4 ESL classes (651, 751, 851, 901) containing Beginner and Intermediate ESL students. 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, or 12 Periods of ESL per week. There are three classes containing Advanced ESL students who are mainstreamed with Non-ESL Students: 605, 705, and 805. 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 in grades 6-9 receive additional AIS periods. Grade 6 receives 2 additional 45 minute AIS ELA/ESL periods. Grade 7 receives 3 additional 45 minute AIS ELA/ESL periods. Grade 8 receives 3 additional 45 minute AIS ELA/ESL periods.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All of the English Language Learners (Beginner, Intermediate, and Advanced) have access and equity to all of the content taught on each grade. Lesson plans in Science, Social Studies, Math, and the Arts are aligned to CCLS and the New York State Standards and appropriately scaffolded to ensure that students are able to master the grade-level content.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
JHS 157 has a strong partnership with the Bukharian Youth Services JCCA: Jewish Child Care Association. The JCCA works with the ELLs of JHS 157 after school. They work to support the students' acquisition of the CCLS standards and NYS standards in all content areas. The JCCA works with the students in their home language. The JCCA allows JHS 157 to evaluate students' understanding of curriculum content in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ELL periodic assessment provides data addressing students' strengths and weaknesses in each of the four modalities. This data is analyzed by the Language Allocation Policy Team and curriculum and instruction is modified as needed.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students receive support in additional AIS periods where they use the Achieve 3000 and Dr. Kate Kinsella's English 3D programs to support the modalities of reading and writing.

b. ELLs who have been in the US for less than three years (newcomers) are placed in a 651, 751, or 851 Beginner/Intermediate class. They also have additional AIS periods in which they work with the Rosetta Stone and Achieve 3000 program.

c/d. ELLs receiving 4 to 6 years of service and Long Term ELLs both receive additional AIS periods where they work on the Achieve 3000 program. The long-term ELLs with IEPs also work with Dr. Kate Kinsella's English 3D program.

e. Former English Language Learners are placed in classrooms with licensed ESL teachers whenever possible, for one year after testing proficient on the NYSESLAT. They also receive appropriate testing modifications for two years after testing proficient on the NYSESLAT examination.

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

Teachers of ELLs and Students with Disabilities use a multitude of strategies to provide access to academic content and accelerate English Language Development. Teachers use strategies obtained from EX-CELL, Q-TELL, and The International's Professional Development sessions. Teachers carefully scaffold lessons to ensure that students acquire all strategies, skills, and content.

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

Flexible scheduling for students with disabilities is critical to the success of any school's implementation of inclusive service delivery models. We believe it is essential to develop student and staff schedules that reflect effective supports for all students. JHS 157 has accommodated special education students in grades 6-9 with parallel schedules. General education and special education teachers are providing instruction in the same content area during the same periods. This will significantly increase the ability for fluidity between settings. English Language Learners with disabilities have access to scheduling flexibility. Students are placed in general education and honors classrooms in the content areas based on the areas of strength demonstrated in their IEPs.

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- JHS 157 uses Achieve 3000, Rosetta Stone, and 3D English for 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 in grades 6-9 receive additional Academic Intervention periods.
- Grade 6 receives 2 additional 45 minute AIS ELA/ESL periods.
- Grade 7 receives 3 additional 45 minute AIS ELA/ESL periods.
- Grade 8 receives 3 additional 45 minute AIS ELA/ESL periods.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The Achieve 3000 program's nonfiction articles have supported the content area instruction in the ELL classroom. Students using the program have demonstrated a Lexile Level increase of 50+ points.
11. What new programs or improvements will be considered for the upcoming school year?
- Dr. Kate Kinsella's English 3D program will be implemented during the 2013-2014 school year. This program will support the development of the Common Core writing for the 7<sup>th</sup> grade Beginner ELLs and the ELLs with IEPs.
12. What programs/services for ELLs will be discontinued and why?
- JHS 157 will not discontinue any programs this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- English Language Learners 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. ELLs 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 ELL students participate in the 21st Century after school program at JHS 157. Many of our 8th 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, 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. Achieve 3000 is used to support the language development of the 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The Achieve 3000, Rosetta Stone, and English 3D programs are used to support ELLs. All ELL classrooms are equipped with a Smartboard so the teacher may use visuals to support language development. The ELLs language development is also supported through the Expeditionary Learning materials.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided in our ESL classroom through the use of translation dictionaries and native language libraries. Students also have access to translated versions of examinations whenever possible.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support, and resources correspond to, ELL's ages and grade levels. Our ELLs are provided equity of content and curriculum at each grade level. The ELLs are exposed to the same Common Core Learning Standards-based rigorous tasks as

the General Education population in all content areas.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All newly enrolled ELLs are provided the support of a Guidance Counselor. The Guidance Counselor contacts all of the student's teachers and also provides the student with a "buddy". The buddy speaks the child's language and helps them become acclimated to the school.

18. What language electives are offered to ELLs?

The English Language Learners in grades 7-9 are offered a Spanish Language elective.

19. For schools with dual language programs:

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

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

1/2. For the 2013-2014 school year, JHS 157 will provide ELL personnel one-on-one professional support and development in scaffolding the Common Core Learning Standards for the ELLs with the Instructional Consultant and the ELL coordinator/coach. These two professionals will work one-on-one with teachers to assist them in the scaffolding of lessons to meet the needs of the ELLs they teach. In addition, the ELL coordinator and members of the LAP Team will provide teachers serving ELLs with bi-monthly professional development sessions on strategies used to make the CCLS accessible to ELLs. These sessions will be conducted during Teacher Teams.

3. 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 students 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 workshop on the High School credit system. In this workshop students will learn how they earn High School credits.

4. All staff (content area, ESL, and special education teachers) will receive at least 7.5 hours of ELL training during the 2013-2014 school year. The ELL coordinator and the members of the LAP Team will turn-key the strategies acquired at the various OELL professional development sessions they attend throughout the school year. These professional development hours will be accomplished during teacher team meetings and bi-weekly department conferences. The focus of the P.D. sessions will be the integration of language development in content area instruction and the scaffolding of the CCLS aligned instruction for the ELLs. 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.

## D. Parental Involvement

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

JHS 157 strives to create a strong partnership with parents. Parental involvement ensures student success. The school organizes frequent parent meetings and activities to develop relationships with parents.

- 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.
- Teachers and guidance counselors organize Activity Nights such as the “Halsey Fun Night” and the "Halsey BBQ".
- Pupil Path 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 is updated regularly by the Technology Team. This web-site provides parents with school information.
- Our Parent Coordinator will continue to create weekly emails and a Tri- Annual calendar to inform parents of all school activities.
- Translation services are available at all school meetings.
- 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:
  - November 21, 2013: The Common Core Learning Standards
  - February 2014: The ELA Exam
  - March 2014: The NYSESLAT Exam

For the 2013-2014 school year, parents will have access to the Pupil Path website. This site will provide parents with immediate information regarding their child’s education. Pupil Path allows parents to view:

- Assignments and projects along with due dates;
- Child’s performance in each class including homework, class work, tests and projects;
- Progress reports from teachers throughout the school year;
- Handouts and assignments when children are absent;
- School announcements, new calendar listings and upcoming events.

For the 2013-2014 school year, JHS 157 will participate in the NYC Parent Academy Community Workshops. This collaborative citywide program supports student achievement by creating and enhancing partnerships within the school communities and strengthening parental involvement. Parents will attend three workshops during the 2013-2014 school year. The workshop topics will include:

- How to get the most out of parent-teacher conferences
- Strategies for working within a team
- Identifying resources to support your child’s learning and developmental needs
- Understanding the Common Core Learning Standards, standardized tests, and response to intervention
- Learning how to help your child be ready for college and careers
- Understanding Special Education and how to support your child’s ability to learn
- Technology training: basic computer skills, social media, and cyber-bullying awareness

JHS 157 has an established partnership with the Queens Community House. The school was awarded the The 21st Century Grant. The details of the 21<sup>st</sup> Century Grant are as follows:

- Program is in effect year-round-after or before school-including holidays and summer.
- Program offers academic, youth development, partnerships and support to parents and family members.
- An onsite facilitator will be available for parents during the evenings and on weekends. 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)

- Activities and classes will be offered to ELL parents.
- Counseling will also be available to any ELL parent in need.

Parent needs are evaluated through an analysis of the School Environment Survey. To encourage our ELL parents to participate in the completion of the School Survey, the school offers 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 online. 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.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: 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		9/27/13
Ms. Angela Lisa	Assistant Principal		9/27/13
Ms. Virginia Dente	Parent Coordinator		9/27/13
Ms. Jennifer Mahlstadt	ESL Teacher		9/27/13
Ms. Azra Fertovic	Parent		9/27/13
Ms. Megan English/ELA	Teacher/Subject Area		9/27/13
Ms. Zoya Borsky/Math	Teacher/Subject Area		9/27/13
Ms. Gina Schoon/ELA	Coach		9/27/13
Ms. Tracey Beinstock/Math	Coach		9/27/13
Ms. Shimona Shriki	Guidance Counselor		9/27/13
Mr. Dan Purus	Network Leader		9/27/13
Ms. Bibi MacSaveny/ESL	Other <u>ESL Teacher</u>		9/27/13
Ms. Erin Bennett	Other <u>Science Teacher</u>		9/27/13
Ms. Marie Barone-Benza/IC	Other <u>Instruction Consult</u>		9/27/13
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*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. In addition, the Department of Education's Translation and Interpretation Unit is used regularly to provide translation for parent meetings

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 barrier

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 157Q	DBN: 28Q157
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale: Title III funds will be used to run JHS 157's ELL Vacation and Saturday Academies. The rationale of the ELL Academy is to provide additional support to our English Language Learners across grades 6-9 in Reading, Writing, Listening, and Speaking. This program will work to provide English Language Learners with specific strategies to render text at or above their current grade level. The program will also work to support students in the acquisition of the Common Core Learning standards as well as to prepare them to take the NYS 2013 ELA examination.

Subgroups and grade levels of students to be served: Grades 6-9 All ELL Subgroups

Schedule and duration: The first ELL Academy will be conducted on December 27th and 28th, February 18th and 19th and March 26th -29th. Students will attend for four hours each day from 8:30am-12:00 pm. The Title III program (Saturday and Vacation Academy) will be the only program conducted on Saturdays and during the vacations (Dec. 27th and 28th February, 18th and 19th, and March 26th-29th)

Language of Instruction: English

Number of Teachers: 3 NYS certified ESL, 3 NYS certified ELA

Types of Material: Common Core Aligned Curriculum Associates Materials and Achieve 3000

To provide additional support to all of our Intermediate and Advanced English Language Learners, the Achieve 3000 Program will be implemented with the ELL students. The program will be used as a supplemental program. The ELL students will use the program for two to five 45 minute periods each week during ESL/ Academic Intervention Periods scheduled throughout the school day. These AIS periods are in addition to the students' CR-Part 154 mandated number of minutes. These are additional periods in the students' schedules to support their language development. The Achieve 3000 program will be implemented by three NYS certified ESL teachers.

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:

### Part B: Direct Instruction Supplemental Program Information

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

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The Internationals Network: All teachers of English Language Learners will participate in the professional development series provided by the Internationals Network.

Rationale: The primary goal of this project is to develop capacity of JHS 157 ESL and content-area teachers of ELLs to incorporate Internationals' proven effective instructional strategies for working with ELLs. Strategies include collaboration, integration of language and content, addressing the needs of English Language Learners, designing experiential student-centered learning curricula, and the creation of a culturally responsive curriculum. In this series of workshops we will move toward more advanced work around crafting language objectives that reinforce content objectives. We will also and move into unit planning with a well developed, rigorous tasks that are differentiated for various levels, developing both language and content.

Teachers to Receive Training: All teachers of ELLs in each of the content areas: a total of 15 teachers.

Number of Sessions: Two all day ( 8 a.m.-3:10 p.m.) training sessions which will be conducted in the Spring of 2013. The first session will be conducted in March and the second session will be conducted in April.

March 2013: •Experiential Learning: Teaching Language and Content through Projects. How do we develop curriculum around rigorous projects that engage students by having them experience real world application of concepts while allowing them to learn the content and language necessary to pass external assessments? This two-day workshop helps participants define the meaning of project-based learning, develop their own driving questions, distinguish between higher order thinking and lower level thinking tasks, and walks participants through common pitfalls of project-based learning and how to address them. In this workshop, participants are also given a template for backwards planning of the development of a project, particularly for ELLs. Participants look in depth at model projects in their own

### Part C: Professional Development

discipline and walk through the planning steps that the facilitator took to create the final project. Participants then have the opportunity to collaboratively plan a project using the project-planning framework presented.

Provider: Ms. Daria Witt

Duration: 8am-3:10pm

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale: JHS 157 will conduct a series of parent workshops focused on the Common Core Learning Standards for the 2012-2013 school year. The rationale for the workshops is to provide the parents with a thorough understanding of their child's curriculum and the ways in which they may support them at home. Parents will also be participate in Datacation workshops. These workshops will assist parents in the use of the program to monitor their childrens' academic progress. In addition, we will provide parents with a workshop on the use of the Achieve 3000 program to develop their own English Language acquisition.

September 20, 2012: Curriculum Night for the ELL Parent: This workshop provided parents with a review of the Common Core Learning Standards and a review of the curriculum for grades 6-9.

Provider: All content and ESL Teachers Grades 6-9

Duration: 6-8pm

Parents were notified via letters and emails.

January 11th: Achieve 3000 for Parent Language Acquisition

Provider: Brigitte O'Brien (Achieve 3000 Program Director)

Duration 6pm-7pm

Parents will be notified with letters and emails

February,(TBD): The NYS 2013 ELA Examination: This workshop will provide parents a thorough explanation of the ELA exam and provide them with strategies they may use to prepare their children

**Part D: Parental Engagement Activities**

for the exams.

March (TBD): The NYS 2013 NYSESLAT Examination: This workshop will provide parents a thorough understanding of the NYSESLAT examination and provide them with strategies they may use to prepare their children.

Provider: Ms. Angela Lisa (A.P.) Ms. Cassano-Repole (ESL Teacher)

Duration: 5-6:30pm

Parents will be notified via letters and emails

**Part E: Budget**

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

Allocation Amount: \$23612

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	6 Teachers/8 Days/4 hours per day  Per Session Rate:\$50.19 (REV  Total Cost: \$9,636.48  1 Supervisor/8 Days  4 hours per day  Per Session/Rate: \$52.52  Total Cost: \$1, 680.64  Total Cost: \$11,317.12	Title III funds will be used to establish the English Language Learner Academy. ELLs will attend three session. The first session will take place on December 27, and 28th. Students will work for four hours each day to prepare for the ELA and NYSESLAT exams. The next two sessions are scheduled for February 18 and 19 and March 26-29
	English Language Learner Saturday Academy	Title III funds will be used to establish the English Language Learner Saturday Academy. English Language

**Part E: Budget**

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

Allocation Amount: \$23612

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>January 19,26 Feb 2, 9, 16, 23, March 2, 9, 16</p> <p>3 Teachers/9 Days/4 hours each day Per Session Rate: \$50.19 Total Cost: \$5, 420.52</p> <p>1 Supervisor/9 Days/ 4 hours each day Per Session Rate: \$52.52 Total Cost: \$1,890.72</p> <p>Total Cost: \$7,311.24</p>	<p>Leaners will attend nine Saturday sessions. The sessions will take place on January 19th, 26th February 2, 9, 16, 23 March 2, 9, 16</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<p>Total Cost 2,983.64</p>	<p>The Internationals Network will collaborate with JHS 157 school leaders to design workshops that will build the capacity of participants to implement core effective practices with ELLs</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly</li> </ul>	<p>Curriculum Associates Ready NY CCLS Instruction Grades 6, 7, 8</p> <p>Total Cost: \$2, 000</p>	<p>The Curriculum Associates Ready NY CCLS Instruction Workbooks on Grades 6, 7, 8 will be used in the ELL Vacation and Saturday Academies</p>

**Part E: Budget**

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

Allocation Amount: \$23612

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$23,612	