

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

28Q157

School Name:

STEPHEN A. HALSEY

Principal:

MR. VINCENT SURACI

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Junior High School School Number (DBN): 28Q157
School Type: Junior High School Grades Served: 6-9
School Address: 63-55 102 Street Rego Park, New York 11374
Phone Number: 718-830-4910 Fax: 718-830-4993
School Contact Person: Ms. Angela Lisa Email Address: AAAnconaLisa@schools.nyc.gov
Principal: Mr. Vincent Suraci
UFT Chapter Leader: Ms. Stephanie Sussman
Parents' Association President: Ms. Kitti Fisher-Borgotti Ms. Elena Aminova
SLT Chairperson: Chairperson position is rotated
Student Representative(s): N/A

District Information

District: 28Q Superintendent: Ms. Mabel Sarduy
Superintendent's Office Address: 95-26 Sutphin Blvd, Jamaica, New York 11435
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718-557-2618 Fax: _____

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Ms. Despina Zaharakis
Network Number: 208 Network Leader: Mr. Daniel Puris

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mr. Vincent Suraci	*Principal or Designee	
Ms. Stephanie Sussman	*UFT Chapter Leader or Designee	
Ms. Kitti Fisher-Borgatti Ms. Elena Aminova	*PA/PTA President or Designated Co-President	
Ms. Deneen Muller	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Ms. Liz Morrow	Member/ Parent	
Ms. Kathy Groh	Member/ Parent	
Ms. Charlotte Comitini	Member/ Parent	
Ms. Stephanie Fowler	Member/ Parent	
Ms. Tricia Kampton	Member/Parent	
Ms. Jessica Zuckerman	Member/Teacher	
Ms. Shimona Shriki	Member/ Guidance Counselor	
Ms. Arlene Bartholomew	Member/ Teacher	
Ms. Michelle Golden	Member/ Teacher	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Stephen A. Halsey, JHS 157 located in Rego Park, Queens is a culturally diverse learning community of educators, parents, and students. The school serves children in Grades 6-9. The building presently houses 1531 students. There are over 31 languages spoken by the students. The school maintains a dynamic environment, where the talents of the students- academic, artistic, and athletic are nurtured. JHS 157 identifies it's mission as follows:

- To respect the students as young adults and, therefore, prepare them to be positive, productive adults and citizens of the 21st century.
- To teach the students to recognize cultural similarities as well as to respect and to celebrate cultural differences.
- To facilitate the affective as well as the cognitive development of our young adults.
- To instill a love of learning in our children as well as to instill the desire to be lifelong learners.
- To recognize that all students learn at different rates and in different ways.
- To prepare for future challenges in high school and in college by requiring students to meet the Common Core Learning Standards.
- To build self-esteem in our young adults, enabling them to withstand peer pressure and to develop decision making skills.
- To acknowledge that parents and teachers are partners with a unified mission of ensuring our children's success.

Stephen A. Halsey utilizes New York State and New York City community resources to provide our students with outstanding opportunities to participate in enriching educational programs. Presently, JHS 157 enjoys strategic collaborations and partnerships with the following organizations:

Urban Advantage:

Urban Advantage (UA) is a standards-based collaboration between JHS 157 and science-rich cultural institutions including zoos, botanical gardens, museums, and science centers. Its purpose is to improve students' knowledge of science and engineering practices. Drawing on the educational resources of the science community and its long-term commitment to science education, the Urban Advantage program provides professional development for the school's science teachers as well opportunities for students to engage in authentic science investigations. Students pose scientifically oriented questions, prioritize evidence, and develop logical explanations, which are essential for understanding science. Urban Advantage learning experiences align with the CCLS science standards. Students participate in four types of science investigations: controlled experiments, field studies, design projects, and secondary research (using scientific data sets obtained by others). Students have developed expertise in the different types of science investigations. The botanical gardens focuses on controlled experiments, the zoos and the aquarium focuses on field studies, the science center focuses on design projects, and the natural history museum focusing on secondary research.

Midori and Friends:

Midori and Friends generously provides JHS 157 with a jazz residency with drummer and educator Alvin

Atkinson. Through this program, Alvin conducts workshops with the jazz band throughout the year. He often brings in other clinicians to work with specific sections such as brass, reeds, or the rhythm section. For the past two years, Midori and Friends have also provided clinics for the jazz chorus and for the jazz lab band. At the culminating concert in June, the professionals perform as guest artists. That evening concludes with a jam session which involves everyone - jazz band, jazz chorus, jazz lab band, and the professionals. Midori and Friends often provide us with musical instruments. Donations in the past have included a new tambourine, snare drum, drum heads, brass mutes, and a new case for our baritone saxophone.

Mr. Holland's Opus Grant:

Stephen A. Halsey was the recipient of the Mr. Holland's Opus grant for the 2013-2014 school year. This grant awarded the school 15 new instruments for the jazz band.

The Brooklyn Academy of Music Residency:

The Brooklyn Academy of Music has worked with our special needs students for six years. This program provides our students with special needs the opportunity to study the cultures of different African countries through dance and music. In this unique program, an artist provides students with 12 dance and music sessions. The program culminates with students attending a dance performance at the Brooklyn Academy of Music.

Jewish Child Care Association (JCCA):

The JCCA (Jewish Child Care Association) partners with JHS 157 to provide educational information and support services to beginning and intermediate ESL students. This program assists them in the acquisition of the English language. They also provide informational workshops for parents to familiarize them with the school system and to encourage them to be involved in their children's education.

New York University Shakespearian Theatre:

JHS 157's collaboration with the NYU Shakespearian Theatre supports the school's drama students. This partnership provides students with the experience of studying theatre with NYU theatre students. This experience assists the drama students in preparing for the school's Spring showcase. Through the years some of the school's productions have been Guys and Dolls, Music Man, and Bugsy Malone. The Halsey 2014 Spring production was Hair Spray.

The Trust for Public Land:

The Trust for Public Land and Disney partnered with the students of Stephen A. Halsey to design a new playground. Students worked with architects and artists to create an ecologically friendly design. On October 14, 2014, Councilwoman Karen Koslowitz, Mr. Suraci, and the student architects had the honor of cutting the ribbon, celebrating the opening of the new playground.

MOUSE/Mouse Squad:

MOUSE is a youth development program which promotes technology support by teaching students how to trouble shoot basic computer issues. The students in this program participate in training workshops and attend various field trips. Students become, "Level One" computer technicians upon completion of their training. They then assist teachers and staff with computer issues. Mouse Squad also offers various competitions though out the school year. The JHS 157 Mouse Squad was awarded the 2014 National Mouse Squad of the year by the council of the City of New York. On October 22, 2014 students from Halsey's award-winning MOUSE Squad were joined by Mr. Suraci and the MOUSE Squad coordinators to help Youth I.N.C. ring the closing bell at NASDAQ.

Software Engineering Pilot Program:

Stephen A. Halsey has been chosen to be a part of the Department of Education's New Software Engineering Pilot Program. The Software Engineering Pilot program provides students with the foundational skills they need to compete for career track jobs in a variety of professional fields. Students are taught a range of computer skills, including computer programming, web design, e-textiles, and robotics. They also take elective classes in digital fabrication, 3-D printing, and animation. In addition, the school has a newly constructed state of the art technology lab to support the software engineering program.

St. Jude Hospital for Children: Stephen A. Halsey Junior High School 157 has participated in the St. Jude Math-A-Thon since 1985. The Math-A-Thon is an education-based fundraising program for St. Jude Children's Research Hospital. The proceeds from the Math-A-Thon benefit some of the world's sickest children who are battling cancer as well as other serious diseases. Every student who participates receives a St. Jude Math-A-Thon "funbook". The "funbook" is developed by Scholastic and encompasses mathematics curriculum that is aligned to National Council of Teachers of Mathematics (NCTM) standards. The participating students complete the math problems that are in the "funbook" and collect donations for each problem that they answer correctly. This year JHS 157 students raised \$6,400.85. These funds will support St. Jude's Children's Research Hospital's mission of finding cures for children. J.H.S. 157 has raised a total of \$48,363.68, over the past 28 years. For the 2014-2015 school year, JHS 157 will participate in both the Math-A-Thon and the Story Quest fundraisers.

Nutrition and Wellness Committee:

For the 2014-2015 school year, JHS 157 has established a Wellness Committee consisting of staff, parents, and students. The committee's mission statement is as follows:

JHS 157 is committed to a healthy and active school environment where our children can continuously learn and grow with the support of our teachers, administrators, families, and the community. Our goal is for all of our children to have a healthy mind and body so they can enthusiastically engage in academic and social activities. We strive for our children to develop an awareness of nutritional eating habits and daily sports routines.

Queens Community House/All Stars Program:

JHS 157 has an established partnership with the Queens Community House since 2008. The after school program provides our students with opportunities for homework help and recreational activities. Students enjoy competing in soccer and basketball tournaments.

CHAMPS Middle School Sports & Fitness:

JHS 157 partners with CHAMPS to provide students with sports and fitness activities. The goal of the CHAMPS Middle School Sports & Fitness program is to improve student fitness levels and overall health by increasing opportunities for them to engage in physical activity. The program promotes health-related fitness through a mix of several after-school and before-school activities including traditional sports, non-traditional sports, and fitness activities. The students enjoy participating in dance, volleyball, cheerleading, and handball teams. The ultimate goal is for students to grow to be CHAMPS — Cooperative, Healthy, Active, Motivated, Positive Students for life.

Additional Afterschool Programs:

Stephen A. Halsey offers students after school activities such as the Boys and Girls traveling basketball team, the soccer team, the chess club, and the cooking club.

Stephen A. Halsey School Strengths and Accomplishments:

Stephen A. Halsey is dedicated to promoting academic rigor and excellence through a strong Common Core Learning Standard-based curriculum. Curriculum and instruction are areas of strength for the school. Strong collaboration between teachers in each of the content areas results in the creation of vigorous common core aligned curriculum and powerful pedagogical practices. Meaningful professional learning opportunities further support this focus.

Another strength the school demonstrates is its use of data to differentiate and scaffold instruction for all students: English language learners, students with disabilities, and advanced students. Teachers work together to create Common Core aligned assessments, benchmarks, baselines, pre-tests, and post-tests. The data from these assessments is generated through the Prosper program. The Prosper program provides the teachers with item skills analysis reports. These reports inform the teachers of the students' mastery of the Common Core Standards. The teacher teams in each content area use this data to drive their instruction. The Prosper data and student work samples guide the standards addressed in the unit and lesson plans. This cyclical process is ongoing. Teachers administer baseline and pre-tests, they use this data to inform their instruction, they strategically teach, then measure student growth with post-tests and culminating projects.

The school has made tremendous strides in the development of Danielson component 3B: Using questioning and discussion techniques in the classroom. Teachers have participated in professional learning sessions as well as individual coaching session with the instruction consultant and the teacher leaders across the departments. During the 2013-2014 school year teachers demonstrated a 10% increase in component 3B as measured by the Advance and Teach Boost systems. Students are presented with critical thinking questions at a Depth of Knowledge Level 3 and 4 routinely in lessons presented in each of the content areas. In addition, students have the opportunity to participate in accountable conversations in each classroom every day. Danielson component 3B remains an instructional focus for the 2014-2015 school year.

The school community believes that these areas of strength and accomplishments have resulted in the school's **exceeding the target** for **student achievement** and **closing the achievement gap** on the 2013- 2014 School Quality Guide.

Stephen A. Halsey Challenges and Areas of Focus:

In the Fall of 2014, the school community carefully reviewed the NYC school survey report. Students have indicated on the survey that they were not completely satisfied with the school's learning environment. For example, only 44% of students agreed with the statement, *most students at the school treat each other with respect*. The entire school community, administrators, teachers, guidance counselors, and parents have started to work in order to address this concern for our children.

The following programs have been implemented:

STARFISH:

The school has implemented the STARFISH program. The program highlights a particular value each month. Throughout the year the following values will be highlighted in the student grade assemblies:

- **Sportsmanship** – fair play, respect for opponents, and polite behavior by someone who is competing in a sport or other competition
- **Tolerance** – willingness to accept feelings, habits, or beliefs that are different from your own
- **Appreciation** – a feelings of being grateful for something; an ability to understand the worth, quality and importance of something
- **Respect** – a feeling of admiring someone or something that is good, valuable, important, etc.

- **Friendship** – the relationship between friends; a friendly feeling or attitude; kindness or help given to someone
- **Integrity** – the quality of being honest and fair
- **Sensitivity** – an awareness and understanding of the feelings of other people
- **Helpfulness** – making it easier to do a job, deal with a problem; willingness to help other people

Each month students who exhibit the value of the month will be celebrated at the grade assembly.

Bullying Under Attack:

Bullying Under Attack is an anthology of first-person accounts written by teenagers from all three players in the bullying cycle: victims, bullies, and bystanders. The program will be implemented in the ELA classroom and consists of close reading lessons that meet common core standards. These lessons include: 40 close reading assignments, 40 common core academic vocabulary assignments, and 80 bullying stories from the reading resource titled, “Bullying Under Attack”.

The close reading lessons address such topics as:

- * Cyber bullying
- * Diversity
- * Race and Ethnicity
- * Religion
- * Not being a Bystander
- * Causes and Effects of Bullying
- * Showing Kindness towards others
- * Making Changes in Your Schools
- * Standing Up to Bullies

Box Out Bullying:

The Box Out Bullying program presents live theater shows at school assemblies featuring interactive live theater, innovative characters, student participation and evidence-based bullying prevention techniques. The program also provides comprehensive resource kits with anti-bullying materials for students, teachers, and parents. The program will also present parent workshops throughout the school year. Box Out Bullying is evidence-based and has been demonstrated to dramatically improve school culture.

Section Sheets:

Each homeroom will utilize a section sheet allowing each homeroom classes’ conduct throughout the school day in each class. The homerooms with the best section sheet each month will be rewarded with a pizza party.

Going Out to Lunch Program:

Students in grades 7, 8, and 9 will be permitted to go out for lunch one day per week. Students in each homeroom are rewarded this privilege only when they have demonstrated positive behavior and hard work in all of their classes for the week.

The school community believes that the implementation of these programs in combination with ongoing daily efforts by the entire staff to improve the school environment will result in our students’ increased satisfaction with the school’s environment.

In conclusion, Stephen A. Halsey, JHS 157 is committed to preparing its children to become productive citizens

of the world. The school community works daily to instill in students a love of learning through a standards-based curriculum which incorporates cultural sensitivity and a respect for differences.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Stephen A. Halsey is dedicated to promoting academic rigor and excellence through a strong Common Core Learning Standard-based curriculum. The Capacity Framework element of **Rigorous Instruction** is an area of **strength** for the school. Strong collaboration between teachers in each of the content areas results in the creation of vigorous common core aligned curriculum and powerful pedagogical practices. Meaningful professional learning opportunities further support this focus. The following increases in 2014 New York State ELA examination data reflect the efficacy of the rigorous instruction implemented in the classroom:

- 3.5% increase in students achieving a Level 3 or 4 on Grade 6
- 2.7% increase in students achieving a Level 3 or 4 on Grade 7
- 7.4% increase in students achieving a Level 3 or 4 on Grade 8
- 4.3% increase in all students achieving a Level 3 or 4 throughout the school

Although JHS 157 demonstrates significant strengths in the Capacity Framework element of **Rigorous Instruction**, the members of the School Instructional Leadership Team were able to identify an **area of need** after its review of the 2014 ELA item skills analysis data.

This data indicated that students across 6th, 7th and 8th grade have a proficiency rating lower than students throughout New York City on questions addressing CCLS Reading R4: *Determining the meaning of words and phrases as they are used in at text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone*. Teachers have also identified that on baselines, benchmarks, pre and post test data generated through the Prosper system, students have a proficiency rating lower than 75% on questions addressing CCLS R4.

The School Based Instructional Leadership Team (SBILT) has developed a plan to address the students' struggle with this standard.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Rigorous Instruction: By June 2015, there will be a 5% increase in students achieving a 75% on benchmark assessments measuring Common Core Learning Standard R4: *Determining the meaning of words and phrases as they are used in at text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone* as measured by the Prosper data system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>3.The Instruction Consultant, lead teachers, and coaches of each department will attend professional learning sessions conducted by Network 208. These workshops will focus on Instructional Strategies for teaching vocabulary. The strategies acquired at these sessions will then be presented to the teachers of each department .</p> <p>Beginning in the ELA classroom, vocabulary instruction will be strategically placed in specific components of the workshop model. Students will be exposed to rigorous warm ups, active engagements, and closings which strategically target academic vocabulary.</p> <p>The Instruction Consultant, lead teachers, and coaches will conduct planning sessions with the individual teachers in each department to create lesson plans with mini-lessons which address CCLS R4.</p> <p>Teacher teams on grades 6-9 in each of the content areas will design questions focused specifically on CCLS R4 for each unit’s pre and post assessment. The assessment data will be generated through the Prosper data system. The data will then be analyzed by the School Instructional Leadership Team as well as by the teacher teams.</p>	All students; English Language Learners and Students with disabilities	January 2015-June 2015	Assistant Principals, Coaches, Lead Teachers, Teachers
<p>4.The School Based Instructional Leadership Team and the teacher teams will analyze the <i>CCLS R4 assessment</i> data to monitor for an achievement gap between the students with disabilities, English Language Learners and their peers. English Language Learners and students with disabilities in the bottom 1/3rd will work to strengthen vocabulary with the English 3D and the Achieve 3000 program. In addition, the IEP teacher will ensure that IEP management needs and goals are addressed as they pertain to CCLS R4.</p>	Students with disabilities and English Language Learners	January 2015-June 2015	Assistant Principals, Coaches, Lead Teachers, Teachers
<p>5.Workshops will be conducted for parents during Parent Association meetings and on Tuesday afternoons . These workshops will provide parents with strategies for supporting their child’s acquisition of academic vocabulary at home.</p>	Parents	January 2015-June 2015	Assistant Principals, Coaches, Lead Teachers, Teachers
<p>6.Trust: The school community will work together on teams such as the School Leadership Team, The School Instructional Leadership Team, and Teacher Teams to address this area of student weakness. Everyone will have a voice in the shared goal of improving student outcomes and preparing students for success in meeting CCLS R4.</p>	School community	January 2015-June 2015	School community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher team meeting time is scheduled into ELA, Social Studies, Science, and Math teachers' schedules. Additionally, teachers will also be provided time to meet in teacher teams on Monday afternoons. The School Based Instructional Leadership Team will also meet on Monday afternoons. Instructional resources such as laptop computers, the Achieve 3000 and the English 3D programs will be acquired.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Fair Student Funding

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

In February/March 2015 the School Based Instructional Leadership team will meet to analyze the CCLS R4 assessment data in each of the content areas. The data will be examined to identify any gaps in achievement between our students with disabilities, English language learners and their general education peers. The team will also identify whether or not students are exhibiting specific deficiencies in particular content areas relating to CCLS R4 (e.g. weaker academic vocabulary acquisition in Science or Social Studies as compared to ELA).

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In the Fall of 2014, the School Leadership Team and the School Instructional Leadership Team carefully reviewed the NYC School Survey report. The schools’ **strengths** in the area of **Supportive Environment** are reflected in the following data:

85% of students strongly agreed or agreed with the statement, *There is an adult in my school whom I trust and can go to for help with a problem.*

80% of students strongly agreed or agreed with the statement, *I feel welcome at my school.*

80% of students strongly agreed or agreed with the statement, *Most adults at my school care about me.*

94% of students strongly agreed or agreed with the statement, *Most of the teaching staff at my school believe that all students can do well in school.*

96% of students strongly agreed or agreed with the statement, *At my school I need to work hard to get good grades.*

Although the data demonstrates students’ satisfaction with the school’s environment, there were **areas of need** identified in the **Supportive Environment** section on the survey. For example, only 44% of students agreed with the statement, *most students at the school treat each other with respect.* The entire school community, administrators, teachers, guidance counselors, and parents have started to work together in order to address this concern for our children.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Supportive Environment: By June 2015, there will be a 5% increase in students who agree with the statement, <i>“most students treat each other with respect”</i> in the school environment section on the 2015 NYC School Survey report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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<p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<p>The following programs have been implemented:</p> <p>5.STARFISH: The school has implemented the STARFISH program. The program highlights a particular value each month. Throughout the year, the following values will be highlighted in the student grade assemblies:</p> <ul style="list-style-type: none"> • Sportsmanship – fair play, respect for opponents, and polite behavior by someone who is competing in a sport or other competition • Tolerance – willingness to accept feelings, habits, or beliefs that are different from your own • Appreciation – a feeling of being grateful for something; an ability to understand the worth, quality and importance of something • Respect – a feeling of admiring someone or something that is good, valuable, important, etc. • Friendship – the relationship between friends; a friendly feeling or attitude; kindness or help given to someone • Integrity – the quality of being honest and fair • Sensitivity – an awareness and understanding of the feelings of other people • Helpfulness –making it easier to do a job, deal with a problem; willingness to help other people <p>Each month, students who exhibit the value of the month will be celebrated at the grade assembly.</p> <p>Bullying Under Attack: Bullying Under Attack is an anthology of first-person accounts written by teenagers from all three players in the bullying cycle: victims, bullies, and bystanders. The program will be implemented in the ELA classroom and consists of close reading lessons that meet common core standards. These lessons include: 40 close reading assignments, 40 common core academic vocabulary assignments, and 80 bullying stories from the reading resource titled, “Bullying Under Attack”. The close reading lessons address such topics as:</p> <ul style="list-style-type: none"> * Cyber bullying * Diversity * Race and Ethnicity * Religion * Not being a Bystander * Causes and Effects of Bullying * Showing Kindness towards others * Making Changes in Your Schools * Standing Up to Bullies <p>Box Out Bullying: The Box Out Bullying program presents live theater shows at school assemblies featuring interactive live theater, innovative characters, student participation and evidence-based bullying prevention techniques. The program also provides comprehensive resource kits</p>	<p>All students</p>	<p>November 2014-June 2015</p>	<p>Principal, Assistant Principals, Dean, Guidance Counselors, teachers</p>

<p>with anti-bullying materials for students, teachers, and parents. The program will also present parent workshops throughout the school year. Box Out Bullying is evidence-based and has been demonstrated to dramatically improve school culture.</p> <p>The school community believes that the implementation of these programs in combination with ongoing daily efforts by the entire staff to improve the school environment will result in our students' increased satisfaction with the school's environment.</p> <p>Section Sheets: Each homeroom will utilize a section sheet allowing the conduct of each homeroom to be monitored throughout the day. The homerooms with the best section sheets each month are rewarded with a pizza party.</p> <p>Going Out to Lunch Program: Students in grades 7, 8, and 9 will be permitted to go out for lunch one day per week. Students in each homeroom are rewarded this privilege only when they have demonstrated positive behavior and hard work in all of their classes for the week.</p>			
6. All students will participate in the programs listed above. Additionally, students with disabilities counseling goals, management needs and Behavior Intervention Plans will be carefully reviewed and updated.	Students	November 2014-June 2015	Principal, Assistant Principals, Dean, Guidance Counselors, All teachers
7. Parent workshops on the topic of bullying will be conducted during the Parent Association meetings and on Tuesday afternoons. The <i>Box Out Bullying</i> program will provide parent workshops during the school year. Additionally, the program will provide parents with comprehensive resource kits containing anti-bullying materials.	Parents	January 2015-June 2015	Principal, Assistant Principals, Deans, Guidance Counselors, Parent Coordinator
8. Trust: The entire school community will work together on teams such as the School Leadership Team, The School Instructional Leadership Team, and Teacher Teams in order to address this concern for our students. Everyone, teachers, parents, and the students will have a voice in the shared goal of improving the school environment.	School Community	November 2014-June 2015	School Community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for the <i>Bullying Under Attack</i> and <i>Box Out Bullying</i> programs will be required. Weekly assembly periods are built into each student's program.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Fair Student Funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 10. Specify a timeframe for mid-point progress monitoring activities.

In February 2015, students will complete a student survey during assembly. This survey will require that the students to respond to the following statements:

- Students at my school treat each other with respect.
- Students harass or bully other students.
- Students harass or bully other students based on differences.
- There is an adult to whom I can go to for help with a problem.
- Most adults treat all students with respect.
- Most students treat adults with respect.
- Most students respect students who get good grades.

The results of the survey will be examined by the School Leadership Team and the School Instructional Leadership Team.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Stephen A. Halsey demonstrates significant **strengths** in the Capacity Framework element of **Collaborative Teachers**. Teachers in each department work collaboratively on teacher teams to create Common Core Learning Standard aligned unit and lesson plans. Teacher teams also work together to analyze data and student work samples. Again, teacher teams utilize a cyclical process. Teachers administer baseline and pre-tests, they use this data to inform their instruction, they strategically teach, then measure student growth with post-tests and culminating projects.

The supervisory team consisting of the principal and assistant principals analyzed the teacher data from the 2013-2014 NYC School Survey report. Teachers’ responses to questions regarding the impact that the Danielson framework has had on their work compared to previous years were reviewed. The following data was gathered from this report:

87% of teachers strongly agreed or agreed with the statement, *I am having more professional conversations about instructional practice.*

71% of teachers indicated that, *Conversations with colleagues at my school have been extremely useful or useful.*

75% of teachers strongly agreed or agreed with the statement, *I am collaborating with my colleagues more often.*

Although teachers have indicated that they are predominately satisfied with the opportunities for collaboration provided by the school, the following data from the NYC School Survey report has demonstrated specific **areas of need** within the element of **Collaborative Teachers**:

25% of teachers disagreed or strongly disagreed with the statement, *I am collaborating with my school staff more often.*

43% of teachers disagreed or strongly disagreed with the statement, *I am receiving professional development that is more tailored to my development needs.*

28% of teachers disagreed or strongly disagreed with the statement, *I am analyzing and discussing student data with my staff more often.*

30% of teachers disagreed or strongly disagreed with the statement, *The Danielson Framework for Teaching is helping to establish a common language for talking about teaching in my school.*

14% of teachers disagreed or strongly disagreed with the statement, *Overall my professional development experiences this school year have included opportunities to work productively with colleagues in my school.*

School leaders will work to provide teachers with additional opportunities for collaboration throughout the 2014-2015 school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Collaborative Teachers: By June 2015, there will be a 5% increase in teachers who agree with the statement, “professional development experiences have included opportunities to work productively with colleagues in

my school” in the Systems for Improvement section on the 2015 NYC School Survey report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>15. Teachers in all departments will have collaborative planning periods in their schedules for the 2014-2015 school year. These periods will be used so that teachers can work on grade teams to create Common Core aligned units of study as well as to analyze student work.</p> <p>On Monday afternoons from 2:20-3:40p.m., teachers will participate in meaningful professional learning sessions focused on the following:</p> <ul style="list-style-type: none"> ✓ The Common Core Learning Standards ✓ The Danielson Framework for Teaching ✓ JHS 157’s instructional focus: Danielson components 3B and 3D ✓ Vocabulary Instruction <p>These sessions will include opportunities for teachers to present best practices to their colleagues in each department. Teachers will also present best practices across departments.</p>	<p>Teachers</p>	<p>September 2014-June 2015</p>	<p>Assistant Principals, Coaches, Instruction Consultant, Lead Teachers, Teachers</p>
<p>16. Teachers of students with disabilities and English Language Learners will participate in professional learning sessions and team meeting sessions. In addition, each professional learning session will address strategies for students with disabilities and English Language Learners. Teachers will also participate in inter-visitations so that the general education, special education, and ESL teachers can observe the best practices of their colleagues.</p>	<p>Teachers</p>	<p>September 2014-June 2015</p>	<p>Assistant Principals, Coaches, Instruction Consultant, Lead Teachers, Teachers</p>
<p>17. The Goal is not applicable to parents</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>18. Trust: Teachers and administrators will work together in professional learning communities across the grade levels and the content areas to address the school’s instructional focus.</p>	<p>Teachers</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Coaches, Instruction Consultant, Lead Teachers, Teachers</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.
Team meetings will be scheduled during the school day for the teachers of each department.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Fair Student Funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
19. In September of 2014, teachers completed a professional learning survey in each department. Teachers indicated the areas in which they believed they may need additional support. They also indicated which topics they would focus on in professional learning sessions during the 2014-2015 school year. In February of 2015, teachers will complete another survey indicating their satisfaction with the professional learning opportunities presented thus far. They will again indicate which topics they would like to see presented for the remainder of the school year.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The supervisory team consisting of the principal and assistant principals analyzed the teacher data from the 2013-2014 NYC School Survey report. Teachers’ responses to questions regarding feedback were reviewed. The following **strengths** in the Capacity Framework element of **Effective School Leadership** were gleaned from this data:

83% of teachers strongly agreed or agreed with the statement, *This school year, I have received feedback on my practice that helped me to improve my instructional performance.*

80% of teachers strongly agreed or agreed the statement, *This school year, I have received feedback on my practice that helped me to integrate Common Core Learning Standards into my instruction.*

Although teachers have indicated that they are satisfied with the feedback they have received from school leaders, the following data from the NYC School Survey report has demonstrated specific **areas of need** within the element of **Effective School Leadership**:

32% of teachers disagreed or strongly disagreed with the statement, *In my school, the teachers who are the most effective are recognized for their exemplary performance.*

18% of teachers disagreed or strongly disagreed with the statement, *In my school, I have received feedback on my practice that helped me to improve my instructional performance.*

14% of teachers disagreed or strongly disagreed with the statement, *School leaders give me regular and helpful feedback about my teaching.*

20% of teachers disagreed or strongly disagreed with the statement, *This school year, I have received feedback on my practice that helped me to integrate Common Core Learning Standards into my instruction.*

School leaders will work to provide the teachers with additional strategic feedback and support throughout the 2014-2015 school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Effective School Leadership: By June 2015, there will be a 5% increase in teachers who indicate, *“school leaders provide me regular and helpful feedback about my teaching”* in the Systems for Improvement section on the 2015 NYC School Survey report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
<p>25. Throughout the 2014-2015 school year, the Advance and Teach boost programs will generate observation data. This data will be carefully analyzed by the Principal and Assistant Principals. Teachers' specific areas of strength will be highlighted in observations. Teachers' areas of strength will also be celebrated in professional learning sessions. Teachers will have the opportunity to share their best practices with colleagues across the grades and the content areas during professional learning sessions on Monday afternoons from 2:20-3:40p.m. .</p> <p>In the teacher observation report, teachers will be provided specific strategies for strengthening areas of need. In addition, administrators will be utilizing both the observation reports and post-observation conferences to provide teachers with regular, timely, specific feedback.</p> <p>In September 2014, teachers generated goals for the 2014-2015 school year. The principal and assistant principals will work closely with each teacher to assist them in achieving their goals. Administrators will provide teachers with feedback specific to their goals in both observation reports and post observation conferences.</p>	Teachers	September 2014-June 2015	Principal, Assistant Principals
26. Teachers of students with disabilities and English Language Learners will receive feedback with specific strategies for addressing individual learning needs.	Teachers	September 2014-June 2015	Principal, Assistant Principals
27.Goal not applicable to parents	N/A	N/A	N/A
28. Trust: The principal and assistant principals will work with the teachers to provide meaningful feedback which will have a positive impact on their instruction. The principal and assistant principals will participate in regular pre and post-observation conference conversations where the teachers will share their thoughts about the progress they have made toward achieving their goals.	Teachers	September 2014-June 2015	Principal, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds will be required to maintain the Teach Boost program.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Fair Student Funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

In February of 2015, teachers will meet with their supervisors for a mid-point meeting to assess the progress made toward meeting their goals. At this meeting, administrators will ascertain if teachers are satisfied with the feedback they have received during the school year.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Stephen A. Halsey demonstrates significant **strengths** within the element of **Strong Family and Community Ties** of the Capacity Framework. The school enjoys partnerships with many organizations that enrich the school experience of our students. Also, parents and teachers work as partners with a unified mission of ensuring the students’ success.

The supervisory team consisting of the principal and the assistant principals analyzed the teacher data from the 2013-2014 NYC School Survey report. The parent responses to questions regarding the school’s instructional core were reviewed. The following **strengths** in the element of **Strong Family and Community Ties** were gleaned from this data:

94% of parents indicated that they were very satisfied or satisfied when responding to the statement, *How satisfied are you with the education your child has received this year?*

95% of parents indicated that they were very satisfied or satisfied when responding to the statement, *How satisfied are you with the overall quality of your child’s teachers this year?*

Although parents have indicated that they are mainly satisfied with the school’s instructional core, the following data from the NYC School Survey report has demonstrated specific **areas of need** in the element of **Strong Family and Community Ties**:

17% of parents disagreed or strongly disagreed with the statement, *My child’s school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school.*

These findings have demonstrated the need to provide our parents with additional opportunities for guidance and support in the area of college and career readiness strategies for their children.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Strong Family-Community Ties: By June 2015, there will be a 5% increase in parents who agree with the statement, *“my child’s school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school”* in the School Culture section on the 2015 NYC School Survey report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>35. During the 2014-2015 school year, Stephen A. Halsey will host its second annual College Awareness Week. During College Awareness Week, every 6th, 7th, and 8th grade homeroom class will visit a different college campus. While on the tour, students will conduct a scavenger hunt, take pictures, and answer questions. Upon returning to the school, students will work collaboratively to create a presentation about the college their class visited. After the college campus trips, representatives from each homeroom class will conduct a presentation about the college they visited during the grade assembly.</p> <p>During College Awareness week, students will be provided Universal College Applications. Students will complete these applications in ELA class. In ELA class, students will complete the college essay and personal statement as indicated on the application. The college essays will be submitted to the ELA teachers and entered into a school wide contest. The winner of the college essay contest will receive two tickets to a sports event.</p> <p>In math class, teachers will complete the math activity booklet titled, "How Do I Pay for College". Math teachers will discuss financial aid, student loans, FAFSA, grants, and scholarships.</p> <p>During physical education class, college coaches will visit and discuss the requirements for being a student athlete. The college coaches will also conduct practice drills with the students.</p> <p>During College Awareness week, every homeroom class will be assigned a different college or university located outside of New York City. Students will research their assigned school and will decorate their homeroom doors to represent the college. The homeroom doors will be judged and a winning door will be selected on each grade.</p> <p>On the final day of College Awareness week, all staff members and students will wear shirts which represent a college or university. Students will complete a College Knowledge Survey in homeroom on this final day.</p>	Students	April 2015	Principal, Assistant Principals, Guidance Counselors, Deans
36. All students, including our students with disabilities and English Language Learners will participate in College Awareness Week. Additionally, a vocational assessment is administered to each of our students with IEPs. The assessment results are reviewed with the	Students	April 2015	Principal, Assistant Principals, Guidance Counselors, Deans,

student and transition goals are created.			
Workshops on college and career readiness will be conducted throughout the school year on Tuesday afternoons and during the Parent Association meetings. A meeting about preparing children for college and career readiness titled, "Dream, Believe, Succeed" will be conducted for the parents of English Language Learners.	Parents	April 2015	Principal, Assistant Principals, Guidance Counselors, Deans, Parent Coordinator
37.Trust: The school community will work together on teams such as the School Leadership Team, The School Instructional Leadership Team and Teacher Teams to provide our students with college and career readiness strategies. Everyone will have a voice in the shared goal of preparing our students for success in their lives after high school.	Students Parents	September 2014-June 2015	Principal, Assistant Principals, Guidance Counselors, Deans, Parent Coordinator, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funds are required for trips to colleges.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Fair Student Funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
In April, after College Awareness week, students and parents will complete a survey indicating the degree to which College Awareness Week prepared them for life after high school.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2014 ELA data in the bottom 1/3 Designated as “at risk” by teacher	Achieve 3000	Small Group	During the school day
Mathematics	2014 ELA data in the bottom 1/3 Designated as “at risk” by teacher	Fluency Application Conceptual Understanding	Small Group	During the school day
Science	Designated as “at risk” by teacher	Grade 8 Earth Science Regents Prep Grade 8 Living Environment Regents Prep	Small Group	After School
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As determined by the guidance counselor	Student attendance counseling SIFE student counseling At risk student counseling	Individual	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
--	---------------------------------	--	-----------------------------------------	----------	--------------------

Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Stephen A. Halsey JHS 157** is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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, in the Parent Association, and on the School Instructional Leadership Team where they are welcomed members of the school community. **Stephen A. Halsey JHS 157** will support parents and families by:

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

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

In developing Parent Involvement Policy, parents and participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and they were asked to survey their members for additional input. To increase and improve parent

involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's educational program as outlined in the School Comprehensive Educational Plan;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) ;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between the teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Stephen A. Halsey JHS 157 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, agree that this Compact outlines how parents, the entire school staff, and students will share responsibility for improved academic achievement .

- **School Responsibilities**

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

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 Day, Class Trips, Dances, School BBQ, and talent shows.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide support to parents by:

- creating a safe, supportive and effective learning community for students as well as a welcoming ,respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and in understanding how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

Parent/Guardian Responsibilities:

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

Student Responsibilities:

- attend school regularly and arrive on time;
- keep an agenda of all school assignments;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- work to tackle all rigorous tasks presented in each of the content areas;
- take responsibility for their learning by remaining engaged in all classes;
- bring all school notices home to my parents;
- read at home each day;
- participate in grade assemblies;
- create rigorous academic goals alongside their teachers and parents;

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 157
School Name Stephen A. Halsey		

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1487	Total number of ELLs	204	ELLs as share of total student population (%)	14.66%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							1	1	1					3
Pull-out							1	2	3	2				8
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	128	7	17	56	1	25	20	0	15	204

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	128	7	17	56	1	25	20	0	15	204
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
TOTAL	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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
TOTAL	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
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/	B							12	22	14	3			

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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.
 - 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 6th graders' language proficiency level is a Beginner/Intermediate level. The 7th 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. 
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

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

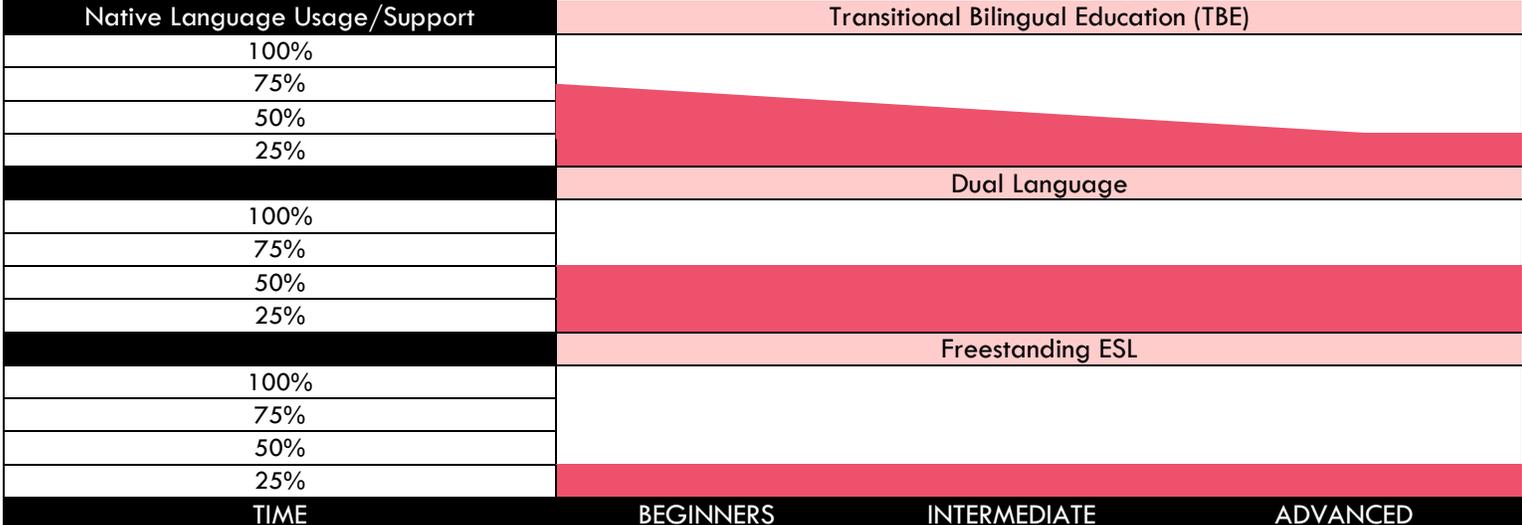
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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 7th 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 21st 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: <u>JHS 157</u>		School DBN: <u>28Q157</u>	
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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: JHS 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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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: English Language Learners will attend the ELL Academy after school on Mondays and Tuesdays from 3:30-5:00pm. The sessions will provide a solid Tier II scaffold instructional model that ensures that all students are provided the opportunity to:

1. Develop high-leverage, portable academic language, including vocabulary, syntax, and grammar.
2. Improve their speaking and listening skills through opportunities for accountable conversations and peer collaboration.
3. Develop academic writing skills in summarizing, justification, argument, and research.
4. Engage in nonfiction, informative texts as well as narrative text.

Grade Levels: 6-9

Subgroups: Beginner, Intermediate and Long Term English Language Learners/SIFE

Schedule and Duration: Monday and Tuesdays from 3:30-5:00 pm

Language of Instruction: English

#and types of certified teachers: 2 ESL/ELA certified teachers

Types of materials: English 3D (Scholastic Education Group) and Achieve 3000

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: All Title III program teachers will participate in 80 minute professional development sessions each Monday. All ELA and ESL teachers will participate in the professional learning sessions. The sessions are to be conducted each Monday from 2:20pm-3:40pm. The providers of the sessions will be, Ms. Angela Lisa A.P., Ms. Marie Barone-Benza, Instruction Consultant, Ms. Leyna Malone, ELA lead teacher, Ms. Megan English ELA/ESL lead teacher.

Topics to be covered are the following:

1. Unlocking the Meaning of the Common Core Learning Standards/The Anchor Reading Standards
2. Determining and Distinguishing Grade Features Among the CCLS Reading Standards for Literacy.
3. The Examination of CCLS Aligned Lesson Plan: Standard RL 6.2, 7.2, 8.2
4. The Examination of CCLS Aligned Lesson Plan: Standard RL 6.3, 7.3, 8.3

Part C: Professional Development

- 5. The Examination of CCLS Aligned Lesson Plan Standard RL 6.4, 7.4, 8.4
- 6. The Examination of CCLS Aligned Lesson Plan Standard RL 6.5, 7.5, 8.5
- 7. The Examination of CCLS Aligned Lesson Plan: Standard RL 6.6, 7.6, 8.6
- 8. The Scaffolding of Common Core Instruction
- 9. Determining and Distinguishing Grade Features Among the CCLS Reading Standards for Non-Fiction
- 10. The Examination of CCLS Aligned Lesson Plan; Standard RN 6.2, 7.2,8.2

The professional development sessions will continue throughout the school year with a focus on examining lesson plans representing each standard of the Reading Literature and Reading Non-Fiction Common Core Learning Standards. These sessions will include providing scaffolds for ELLs and Students with Disabilities.

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: JHS 157 will conduct educational meetings for the parents of English Language Learners. These meetings will be conducted to keep the parents of our English Language Learners informed and to establish a strong home school relationship. These meetings will be conducted on Tuesdays from 2:20-3:30pm. Parents will be notified on the school website, with emails, and fliers in students backpacks, All forms of notification will be provided with translations in Russian, Chinese, and Spanish. The providers of the sessions will be Angela Lisa, A.P., Jennifer Underwood, ELL coordinator, BiBi Macsaveny, ESL teachers, Jun Xio, ESL teacher, Megan English, ESL/ELA teacher.

The following topics will be covered:

1. Getting to know your child's ESL program and school wide/state wide expectations (Sept. 30, 2014 and October 28, 2014)
2. The Common Core Learning Standards and the English Language Learner (November 18, 2014)
3. Dream, Believe, Succeed: College Planning for English Language Learners and their Families. (December 9, 2014)
4. The English Language Arts Examination (January 13, 2015)
5. ELA Test Preparation Strategies (February 10, 2015)
6. The NYSESLAT Examination (March 17, 2015)
April-May 2015 (TBD)

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$11,536.50	2 Teachers working for 25 weeks (Nov. 17th-June 25th) for a total of 75 hours each (Monday and Tuesday for 1 1/2 hours from 3:30-5:00pm) \$50.49 per hour. Total: \$7573.50 1 Administrator working for 25 weeks (Nov. 17th-June 25th) for a total of 75 hours (Monday and Tuesdays for 1 1/2 hours from 3:30-5:00pm) \$52.84 per hour. (There will be no other administrator working in the building from 3:30-5:00pm.) Total: \$3,963.00
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$10,683.50	English 3D Program by Dr. Kate Kinsella (Scholastic Publishers)
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$22,220.00	_____

