



STEPHEN A. HALSEY JHS 157

2008-09

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: DISTRICT 28/ BOROUGH Q/ NUMBER 28Q157

ADDRESS: 102ND STREET & 64TH AVENUE, REGO PARK, NY 11374

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 157 **SCHOOL NAME:** Halsey Junior High School

DISTRICT: 28 **SSO NAME/NETWORK #:** ICI/LSO Network 13

SCHOOL ADDRESS: 102 Street and 64th Avenue, Rego Park, New York 11374

SCHOOL TELEPHONE: 1-718-830-4910 **FAX:** 1-718-830-4993

SCHOOL CONTACT PERSON: Ms. Angela Ancona-Lisa **EMAIL ADDRESS:** AAAnconaLisa@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Rotated

PRINCIPAL Mr. Vincent Suraci

UFT CHAPTER LEADER Ms. Adrienne Gelfand

**PARENTS' ASSOCIATION
PRESIDENT** Ms. Lori Glick

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Mr. Vincent Suraci	*Principal or Designee	
Ms. Adrienne Gelfand	*UFT Chapter Chairperson or Designee	
Ms. Lori Glick	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Teresa Azoulay	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Ms. Anita Greenhut	Assistant Principal	
Mr. Christopher Weiss	Teacher	
Ms. Stephanie Sussman	Teacher	
Ms. Arlene Bartholomew	Teacher	
Ms. Lea Pisacane	Parent	
Ms. Dagmara Berstell	Parent	
Ms. Ellen Weismann	Parent	
Ms. Bonnie Mickle	Parent	
Ms. Debbie Lorde	Parent	
Mr. Carmelo Colon	Parent	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

Our mission is to provide maximum educational opportunities for all children at JHS 157. We strive to improve the quality of teaching and learning, while at the same time encouraging an understanding of and a respect for the diversity of our student population. We are committed to enlisting the collaborative efforts of students, parents, teachers, supervisors, and community members to ensure excellence in achievement and equity in opportunities for individual growth.

Our school is a culturally diverse learning community. Halsey Junior High School 157 serves children in Grades 6-9. Our building presently houses 1080 children. Our ethnic breakdown includes children that are American Indian/Alaskan, Asian/Pacific Islander, Hispanic, Black, and White. There are over 31 languages other than English spoken by our students.

In developing school spirit and enthusiasm for learning while building the concept of community, students and staff participate in planned themed based school Spirit Days. Various themes include, "Twin Day", "Crazy Hat Day", and "Sports Day". Student accomplishment is celebrated via standards-based bulletin boards both inside and outside of the classrooms. Citizenship, cooperation, and academic achievement are recognized during our monthly Halseyite of the month "Principal's Luncheon".

We have also worked to create a challenging and fun after school enrichment program. As part of our extended day program, students are able to participate in Robotics, Business/Entrepreneurship Academy, Foreign Language Club, The Stock Market Game, Dance, Music, Art Portfolio, Checkpoint A tutoring, Nutritional Awareness, Halsey Fusion.org, online literary magazine, the Halsey Gazette newspaper, Science and Technology clubs, Living Environment/Biology tutorial, Law Club, Debate Team and the Student Government.

Halsey JHS 157 currently benefits from various community partnerships including those with The Forest Hills Community House, Midori and Friends, The New Victory Theater, CHAMPS, and Urban Advantage. The Urban Advantage partners us with The Hall of Science, The Museum of Natural History, The Bronx & Staten Island Zoos, The New York Aquarium & the Queens & New York Botanical Gardens. Teachers are involved in research at these institutions. Students and their families take part in field trips to these sites.

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

Stephen A. Halsey has also received the Reading Rocks grant and the Tween 2 Teen grant which provided our school library with a wonderful selection of fiction and non-fiction books. This sparked tremendous excitement and interest among teachers and students. Reading is a very important part of the learning experience here at Halsey and we hope that all of our children will become life-long pleasure readers.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	JHS 157 Stephen A. Halsey				
District:	28	DBN #:	28Q157	School BEDS Code #:	342800010157

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input checked="" type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		91.7	93.7	93.7		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		95.6	94.5	94.6		
Grade 4	0	0	0						
Grade 5	0	0	0	Eligible for Free Lunch:					
Grade 6	305	297	251	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	350	295	316		42.2	46.7	40.0		
Grade 8	344	336	305						
Grade 9	159	111	103	Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)	2006	2007	2008		
Grade 11					2	0	3		
Grade 12									
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary	34	46	45	(Total Number as of October 31)	2006	2007	2008		
Total	1192	1085	1020		44	36	35		
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	126	116	101						
No. in Collaborative Team Teaching (CTT) Classes	0	10	19	Principal Suspensions	14	41	1		
Number all others	83	95	99	Superintendent Suspensions	12	13	11		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	119	92	92	Number of Staff:			
# ELLs with IEPs	7	7	21	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	74	74	84
				Number of Administrators and Other Professionals	28	13	24
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	2	TBD	4
	2	0	1				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	96.4
American Indian or Alaska Native	0.6	0.7	0.7	Percent more than two years teaching in this school	73.0	73.0	71.4
Black or African American	15.9	16.6	14.8	Percent more than five years teaching anywhere	58.1	64.9	64.3
Hispanic or Latino	22.3	20.6	21.7				
Asian or Native Hawaiian/Other Pacific Isl.	24.1	24.2	25.0	Percent Masters Degree or higher	89.0	92.0	89.0
White	37.1	37.8	37.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6	96.6	95.4
Multi-racial							
Male	53.5	54.8	52.8				
Female	46.5	45.2	47.2				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input checked="" type="checkbox"/> School Requiring Academic Progress (SRAP) – Year <u>4</u>		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	SRAP3		ELA:		
	Math:	SRAP4		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	√			
Multiracial						
Other Groups						
Students with Disabilities	√	√	√			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	8	8	8			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	63.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	◇
School Environment (Comprises 15% of the Overall Score)	7.4	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	16.6	Quality Statement 3: Align Instructional Strategy to Goals	◇
Student Progress (Comprises 55% of the Overall Score)	34.9	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

JHS 157's Inquiry Team collected all quantitative and qualitative data in order to conduct an analysis of the current student performance trends. The team utilized data provided by the New York State Department of Education and the New York City Department of Education accountability and assessment resources. The data provided included, the Progress Reports, School Report Cards, ARIS, and NY Start. A careful review of the 2008 NYS English Language Arts and Math exam results was also initiated. An analysis of informal data such as Teacher Assessment Notebooks and Student Portfolios was also conducted in order to assess our school's academic needs.

The following performance trends were identified from the 2007-2008 Progress Report:

- In ELA, 7.9% of our English Language Learners achieved exemplary proficiency gains.
- In ELA, 16.8% of our Special Education Students achieved exemplary proficiency gains.
- In ELA, 30.0% of our Hispanic Students in the lowest third citywide achieved exemplary proficiency gains.
- In ELA, 13.5% of our Black Students in the lowest third citywide achieved exemplary proficiency gains.
- In ELA, 17.0% all other students in the lowest third citywide achieved exemplary proficiency gains.
- In mathematics, 28.4% of our English Language Learners achieved exemplary proficiency gains.
- In mathematics, 34.6% of our Special Education Students achieved exemplary proficiency gains.
- In mathematics, 40.4% of our Hispanic Students in the lowest third citywide achieved exemplary proficiency gains.
- In mathematics, 36.1% of our Black students in the lowest third citywide achieved exemplary proficiency gains.
- In mathematics, 42.9% of all other students in the lowest third citywide achieved exemplary proficiency gains.

Upon analysis of this report the Inquiry Team has set goals to address the major needs identified. The following goals have been determined for the 2008-2009 school year.

1. By June 2009, 3% of students with disabilities not making acceptable gains will demonstrate one-and-a-half years of academic progress in the area of ELA, through the use of assessment tools, such as the periodic assessments, State exams, and portfolios, as measured by progress on the NYS English Language Arts assessment.
2. By June 2009, 3% of English Language Learners will demonstrate one-and-a-half years of academic progress in the area of ELA, through the use of assessment tools, such as the periodic assessments, State exams, and portfolios, as measured by progress on the NYS English Language Arts assessment.
3. By June 2009, 3% of English Language Learners will demonstrate one-and-a-half years of academic progress in the area of Math, through the use of assessment tools such as the periodic assessments, State exams, and portfolios, as measured by progress on the Math Assessments.
4. By June 2009, 90% of teachers will utilize data to differentiate instruction using comprehension strategies to meet the needs of students, as measured by Supervisor walkthroughs and observations

For the 2008-2009 school year, the Inquiry Team has selected a group of 22 students with IEPs to be the school's "Focus Group". A thorough analysis of data such as a baseline assessment, the Teacher's College Assessment, the Acuity Predictive, and ITA assessments have demonstrated that these students struggle with comprehension strategies. The Acuity Predictive and ITA assessment have indicated that many of these students struggle with vocabulary when reading. These students have difficulty determining the meaning of unfamiliar words through the use of context clues, a dictionary, a glossary, and structural analysis (i.e. looking at roots, prefixes and suffixes of words). The learning target of determining the meaning of unfamiliar words by using context clues has been identified as the common student need by the Inquiry Team. The short term goal for these students is the structural analysis of words: looking at roots, prefixes, and suffixes. The Setts teachers will work with the students to support these areas of weakness and to administer assessments.

Another smaller focus group has been created. This group consists of 15 Special Education students. These students will work with their literacy teachers on identified learning targets and short term goals throughout the school year. The Inquiry Team's goal is to improve the performance of our Special Education Students in the area of ELA. The addition of AIS periods to the special education student schedules was implemented this school year to allow for small group instruction and for the targeting of ELA strategies and skills.

The progress of our Level 3 and 4 students has been a concern for JHS 157. Upon careful analysis of the RESI report with our ICI support network, we have identified 288 Level 3 students who are "losing ground" and 61 students who have dropped from a Level 3 to a Level 2. In order to address this issue, JHS 157 will participate in an action research study group whose purpose is to raise the comprehension of the Level 3 and 4 students. Select teachers, along with Literacy Coach and the Instruction Consultant, will attend workshops throughout the 2008-2009 school year. Various strategies and teaching models will be explored and practiced. The teachers participating in the study group will create classroom lab-sites. Inter-visitations and model lessons will be available to the teachers of the literacy department. The Literacy Coach will conduct model lessons and turnkey strategies in grade team meetings and monthly Department Conferences.

The 2007-2008 Progress Report has indicated that 7.9% of our English Language Learners have made 1.5 years progress in ELA and 28.4% have made 1.5 years progress in Math. A significant

achievement gap in the areas of ELA and math remains for these students. We have also identified 67 students who have been in the country for 3 or more years and who have not tested proficient on the NYSESLAT exam. These students remain at an intermediate or advanced level of English proficiency and continue to need ESL services. Throughout the school year, the ESL teachers will present Q-Tel and Ex-Cel strategies to the teachers in all content areas. In addition, teachers from each of the content areas will attend a series of five workshops, conducted by the ICE, on comprehension strategies for the ELL student. These teachers' classrooms will become lab-sites for other teachers to visit in order to develop best practices for ELL instruction in all of the content areas.

Halsey JHS 157 has had many great accomplishments over the last couple of years. The Quality Review has indicated that our school successfully collects, analyzes, and uses data extensively and routinely and that this data drives all activities for individual students, groups of interest, and the whole school. Differentiation is based on data and is the norm in all classrooms. Goal setting is embedded in all school activity, along with time frames and measurable targets. Strategically, based on data, professional development decisions are made. Consequently, the school has earned a rating of Well-Developed on the 2007-2008 Quality Review.

The 2007-2008 School Demographics and Accountability Snapshot reports that Adequate Yearly Progress (AYP) has been achieved in the areas of ELA, Math, and Science for all disaggregated groups in the school. For the 2008-2009 school year, we anticipate that JHS 157 will no longer be designated as a School Requiring Academic Progress (SRAP). An analysis of our ELA scores shows a record of decreases in Level One students in the area of ELA from 7.6% in 2006 to 3.1% in 2008. We have also identified a record of decreases in Level One students in the area of Mathematics from 11.1% in 2006 to 5.4% in 2008. There have been increases in Math scores, at or above proficiency levels 3 and 4, from 68.5% in 2006 to 80.8% in 2008.

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

- *The Halsey Information Quarterly* is a newsletter for parents. Administrators, Teachers, and Students all contribute to this newsletter. The HIQ keeps the school community informed of all events.
- *Fusion* is an online newsletter generated to provide information about school events as well as to celebrate our students' writing.
- Parents are invited to attend Curriculum Night in September. On this night, they meet their children's teachers and learn about the curriculum taught in each subject area.
- Parents of our incoming 6th graders are invited to our school for an orientation.
- Our 8th and 9th grade students and their parents attend High School Information Night in order to learn about the High School application process.
- The "School Messenger System" will be available to parents. This phone system will allow them to call the school and to listen to a message containing information concerning all school events.
- The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school functions and activities, and community services.
- The Parent Teacher Association will organize Bake Sales and Family Activity Nights such as the Halsey Movie Night.
- *School Notes* is a website where teachers post assignments so that parents can track what their child is learning. The parents can also contact the teacher via the website.
- The DOE Halsey website will be updated regularly by our Technology Team. This web site also will provide parents with school information.

- Our Parent Coordinator will continue to create weekly notices and a Tri- Annual calendar to inform parents of all activities.
- Urban Advantage will enable parents and their children to visit the city’s museums and cultural sites free of charge while providing the 7th and 8th grade students access to information for their Exit Projects.
- A Multi-Cultural Night brings parents and students together to share dance, food, and customs from around the world.
- The 21st Century Grant offers:
 - Academic, youth development, partnerships and support to parents and family members.
 - An onsite facilitator will be available for parents during the evenings and on weekends. He/She will provide assistance and with navigating the educational system and supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.).
 - Activities and classes will be offered to parents
 - Counseling will also be available to those in need.

In discussions with the members of our School Based Instructional Leadership Team, we have assessed the school’s significant aids and or barriers to continuous improvement. The teachers have expressed that the numerous professional development opportunities provided such as Ex-Cel, Q-Tel, ESL workshops, the Action Based Reading Research Study Group have developed a learning community with classroom lab-sites. Teachers have also indicated that the Inquiry Team has assisted them with the use of data to drive their instruction.

In our constant effort to make continuous improvement, we find that there are two areas that remain a concern. Due to our status as a non-Title I school, we lack the funds to offer additional morning and afternoon programs to our students. The limited funding also prohibits us from purchasing enrichment materials for our students. Secondly, the students of Halsey speak 31 different languages. As a school community, we are proud of our schools diversity, however, we have found some difficulties with parent communication and student learning.

At Halsey JHS 157 we have worked to increase the achievement of our students through the use of data to individualize their instruction. We will continue to set goals for all members of our school community and we will strive toward meeting these goals in an effort to make ongoing improvement for our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Goals	Description
Special Education Students/ELA 1. By June 2009, 3% of students with disabilities not making acceptable gains will demonstrate one-and-a-half years of academic progress in the area of ELA through the use of assessment tools, such as the periodic assessments, State exams, and portfolios as measured by progress on the NYS English Language Arts assessment.	Although the Special Education students are showing improvement from year to year (16.8 exemplary proficiency gain) on the progress report, a significant achievement gap persists in the area of ELA.
English Language Learners/ELA 2. By June 2009, 3% of English Language Learners will demonstrate one-and-a-half years of academic progress in the area of ELA through the use of assessment tools, such as the periodic assessments, State exams, and portfolios as measured by progress on the NYS English Language Arts assessment.	The English Language Learners attained 7.9% Exemplary Proficiency gains as shown on the Progress Report. A significant achievement gap remains in the area of ELA for these students.
English Language Learners/Math 3. By June 2009, 3% of English Language Learners will demonstrate one-and-a-half years of academic progress in the area of Math through the use of assessment tools such as the periodic assessments, State exams, and portfolios as measured by progress on the NYS Math assessments.	The English Language Learners attained 28.4% Exemplary Proficiency gains citywide as noted on the Progress Report. A significant achievement gap remains in the area of mathematics for these students.
Teachers/English Language Arts 4. By June 2009, 90% of teachers will utilize data to differentiate instruction using comprehensions strategies to meet the needs of students as measured by Supervisor walk-throughs and observations	Using the RESI report we have identified 288 Level 3 students in grades 6-8 who have made less than a year’s progress. We have also identified 61 Level 3 students who have dropped to Level 2.
Parent Involvement 5. By June 2009, there will be a 3% increase in parent involvement as measured by attendance at workshops and parent teacher conference night.	It was recommended in our Quality Review that we: “Make even greater efforts to involve all parents, for example, through community based organizations.”

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 3% of students with disabilities not making acceptable gains will demonstrate one-and-a-half years of academic progress in the area of ELA through the use of assessment tools such as the periodic assessments, State exams, and portfolios as measured by progress on the NYS English Language Arts assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions:</p> <ul style="list-style-type: none"> ✓ The Inquiry Team identified 22 Setss students who will be our School Wide Target Group. These students will receive extensive small group instruction with their Setss teachers. They will also participate in small group instruction in their literacy classrooms. ✓ The Inquiry Team has created another group of 15 Special Education students in grades 6-8 who will receive extensive small group instruction with their Literacy Teachers. ✓ All Special education students will be assessed with the Teacher’s College Assessment and the Acuity Assessments. The results of these assessments will allow teachers to differentiate instruction. ✓ AIS periods have been included in these students’ schedules for the 2008-2009 school year. Teachers will work on ELA strategies and skills in a small group setting. ✓ These students will attend Extended Day where they will work in small groups on specific strategies and skills identified by data. ✓ Special Education Teachers will participate in Team Meetings in order to modify curriculum to meet the needs of these students and to plan effective instruction. ✓ Professional development will be provided to the Special Education Teachers in the area of Literacy.

	<p>Target Populations: Special Education Literacy Teachers Grades 6-8, Literacy Teachers Grades 6-8, Setss Teachers, Literacy Coach, Literacy Assistant Principal, Technology Teacher, Inquiry Team.</p> <p>Responsible Staff Members:</p> <ul style="list-style-type: none"> ✓ 2 Special Education Literacy Teachers ✓ 2 Literacy Teachers Grade 6 ✓ 1 Literacy Teacher Grade 7 ✓ 1 Literacy Teacher Grade 8 ✓ 3 Setss Teachers ✓ Literacy Coach ✓ Literacy Assistant Principal ✓ 1 Technology Teacher ✓ Inquiry Team Members <p>Implementation Timelines: Daily observations, Periodic Assessments, and Weekly Meetings</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Instructional Staff Consultant: TL ✓ Inquiry Team Meeting/Planning: CFI Team money ✓ Workshops/PD covered by prep period/per diem coverage:TL/FSF ✓ AIS after/before school help:FSF ✓ Classroom library/support materials:FSF/TL ✓ CTT to reduce student teacher-ratio:C4E ✓ Supervisor ELA:TL ✓ Full Time ELA coach:TL ✓ Full time IEP teacher:TL/FSF ✓ Library Media Specialist:TL ✓ Instructional/Support LSO: TL/LSO ✓ Full time Technology Teacher: TL ✓ Technology Equipment:TL/CFF
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial: We will analyze the Teacher’s College and Acuity Predictive Assessment Results. Midterm: We will analyze the Teacher’s College and Acuity Diagnostic Assessment Results, and utilize tasks and rubrics aligned with the ELA standards. End term: We will evaluate the 2008-2009 ELA exam results.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 3% of English Language Learners will demonstrate one-and-a-half years of academic progress in the area of ELA through the use of assessment tools, such as the periodic assessments, State exams, and portfolios as measured by progress on the NYS English Language Arts assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Our English Language Learners are grouped in classes based on their NYSESLAT level of proficiency: <ul style="list-style-type: none"> ➢ Two Bridge ESL classes: 6/751 and 8/951 containing Beginning, Intermediate ESL students. ➢ Five classes contain advanced ESL students who are mainstreamed with non ESL students: 605, 607, 706, 808, and 902. Four of these classes receive push- in services 4 times per week in the various content areas. ➢ One class contains advanced ESL students who receive Literacy 8 periods a week with a certified ESL teacher (Class 706). • Beginning and Intermediate students attend Extended Day for extra help. During extended day, the ESL teachers work on the 4 modalities of reading, writing, listening, speaking. • The implementation of various methods to support the ESL students in the literacy classroom such as guided reading, small group instruction, work stations, and listening centers are clearly evident. • Explicit instruction will be accomplished through mini-lessons using ExC-ELL and Q-Tel strategies. • Teachers will continue to attend Q-Tel and ExC-ELL workshops. The strategies

	<p>presented in these workshops will be presented in the department conferences.</p> <ul style="list-style-type: none"> • America’s Choice author and genre studies are implemented through differentiation and tiering of instruction. • The <i>Highpoint</i> and <i>Visions</i> programs are used with the beginning and intermediate students to support the literacy instruction in the classroom. • The ESL students are included in the arts programs such as: band, drama, chorus, art, and computer. • Teachers in the content areas will attend 5 ESL workshops provided by the ICI. • The Literacy coach was trained in the ExC-ELL program and presents model lessons incorporating these strategies in classrooms. • Trips are organized to acquaint students with American culture. • Parent meetings will be held to orient parents to our school. <p>Target Populations: ELL students, ESL Teachers Grades 6-9, Literacy Teachers grades 6-9, Literacy Coach, and Literacy Assistant Principal</p> <p>Responsible Staff Members:</p> <ul style="list-style-type: none"> ✓ 2 ESL Teachers ✓ 3 Literacy Teachers Grade 6 ✓ 2 Literacy Teachers Grade 7 ✓ 3 Literacy Teachers Grade 8 ✓ Literacy Coach ✓ Literacy Assistant Principal ✓ Inquiry Team Members
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Workshops/PD covered by per diem teacher coverages: Title III LEP ✓ AIS for ELL before and after school: Title III LEP ✓ Classroom libraries/support resources: Title III LEP ✓ Instructional Consultant: TL ✓ Library Media Specialist: TL ✓ Instructional Curriculum Support LSO: TL/LSO ✓ Supervisor ELA/ELL: TL ✓ Full time Literacy Coach: TL ✓ Inquiry Team planning: C.F.I

Indicators of Interim Progress and/or Accomplishment

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

Initial Assessment: Hardcourt Brace Assessment, Acuity and The Teacher's College Running Record Assessment

Midterm Assessment: Hardcourt Brace Assessment, Acuity and The Teacher's College Running Record Assessment

End term Assessment: We will evaluate the 2008-2009 ELA and NYSESLAT exam results.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 3% of English Language Learners will demonstrate one-and-a-half years of academic progress in the area of Math, through the use of assessment tools such as the periodic assessments, State exams, and portfolios as measured by progress on the Math assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Our English Language Learners are grouped in classes based on their NYSESLAT level of proficiency: <ul style="list-style-type: none"> ➤ Two Bridge ESL classes: 6/751 and 8/951 containing Beginning, Intermediate ESL students. ➤ Five classes contain advanced ESL students who are mainstreamed with non ESL students: 605, 607, 706, 808, and 902. Four of these classes receive push- in services 4 times per week in the various content areas. • Instruction is delivered through the workshop model as follows: warm up, mini-lesson, work period, and closing. • The implementation of various methods to support ESL students in the Math classroom such as small group instruction and work stations are evident. • Explicit instruction is accomplished through mini-lessons using ExC-ELL and Q-TEL strategies. • The constructivist’s method of instruction with many hands-on activities such as the use of manipulatives is used. • Learning strategies are modeled by the teacher in the mini-lesson. Students investigate with hands on activities during the work period. • ELL students will continue to use Impact Math along with the <i>Skills Intervention Workbook</i> and the <i>Hot Topics</i> text.

- The Kaplan NYS Coach test prep book published by Triumph Learning and the New York State Mathematics workbook by Continental Press are used to prepare the students for the New York State Math Exam.
- Teachers will continue to analyze student work with tasks and rubrics in order to plan for future instruction.
- Teachers will utilize both formal and informal assessment, student portfolios, and student teacher conferences to individualize instruction.
- Professional development in mathematics instruction will continue to meet the individual needs of each teacher.
- A full-time math coach will support the effective implementation of the program through focused on-site math staff development.
- Electronic technologies- calculators and computers- provide ELL students with additional support.
- Implementation of the ELL strategies during after-school math programs; along with AIS services for at risk students.
- Leveled classroom libraries will continue to be developed to support mathematic concepts for ELL students.

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

Responsible Staff Members:

- ✓ 2 ESL Teachers
- ✓ 3 Math Teachers Grade 6
- ✓ 2 Math Teachers Grade 7
- ✓ 3 Math Teachers Grade 8
- ✓ Math Coach
- ✓ Math Assistant Principal
- ✓ Inquiry Team Members

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Workshop/Professional Development per diem and teacher coverages: TL/FSF ✓ AIS Before/After School help: FSF ✓ Inquiry Team planning: CFI Team Money ✓ Workshops/PD covered by prep/per diem coverage: TL/FSF ✓ Textbooks/Instructional supplies: FSF/TL ✓ Math Supervisor: TL ✓ AIS After/Before School: FSF ✓ Full time Math Coach: TL ✓ Library Media Specialist: TL ✓ Instructional Curriculum Support LSO:TL/LSO ✓ Technology Equipment: TL/CFF
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial: We will analyze the Impact Math Pre-Assessment Survey and Acuity Predictive Assessment Results.</p> <p>Midterm: We will analyze the Acuity Diagnostic Assessment Results and the Impact Math Post-Assessment</p> <p>End term: We will evaluate the 2008-2009 New York State Math exam results.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 90% of teachers will utilize data to differentiate instruction using comprehension strategies to meet the needs of students as measured by Supervisor walkthroughs and observations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Select teachers participate in an action research study group which targets strategies to help maintain and advance Level 3 and 4 students. <ul style="list-style-type: none"> ➤ Instructional strategies include: Transactional Strategy Instruction (TSI), Reciprocal Teaching, Questioning the Author (QTA), and Concept Oriented Reading Instruction (CORI). ➤ Turn-keying of study group strategies in department Professional Development conferences. ➤ The Literacy Coach presents model lessons incorporating these comprehension strategies. • Advanced Genre and Author Studies, have been, and will continue to be, developed with teachers in Team meetings. • Professional development on the topic of Small Group Instruction based on data such as Acuity will be implemented in Department Conferences. • Professional Development on the topic of establishing Guided Reading groups based on the Teacher’s College Running Record Assessment and the Gates-McGinite Assessment will be implemented in Department Conferences. • Professional Development on the modeling of test preparation strategies will be provided in Literacy Department Conferences in the months of December and January. • The Literacy Coach will continue to model comprehension lessons in classrooms

	<p>throughout the Literacy Department.</p> <p>Target Populations: Grade 6-9, Literacy Teachers Grades 6-9, Inquiry Team, Literacy Coach, Instructional Consultant and Literacy Assistant Principal.</p> <p>Responsible Staff Members:</p> <ul style="list-style-type: none"> ✓ 3 Literacy Teachers Grade 6 ✓ 2 Literacy Teachers Grade 7 ✓ 4 Literacy Teachers Grade 8 ✓ Literacy Coach ✓ Instruction Consultant ✓ Literacy Assistant Principal ✓ Inquiry Team Members
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Workshop/Professional Development per diem and teacher coverages: TL/FSF ✓ AIS Before/After School help: FSF ✓ Inquiry Team planning: CFI Team Money ✓ Workshops/PD covered by prep/per diem coverage: TL/FSF ✓ Textbooks/Instructional supplies: FSF/TL ✓ ELA Supervisor: TL ✓ AIS After/Before School: FSF ✓ Full time Literacy Coach: TL ✓ Library Media Specialist: TL ✓ Instructional Curriculum Support LSO:TL/LSO ✓ Technology Equipment: TL/CFF
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial: The Principal and the Literacy Assistant Principal will conduct walkthroughs to evaluate the comprehension strategies being taught in all literacy classrooms. The Literacy Team will analyze the results of Teacher’s College and Acuity Predictive Assessment Results.</p> <p>Midterm: The Principal and the Literacy Assistant Principal will conduct walkthroughs to evaluate the comprehension strategies being modeled in the classroom. The Literacy Assistant Principal will conduct observations to assess the comprehension strategies being utilized by teachers. The Literacy Team will analyze the results of the Teacher’s College and Acuity</p>

	<p>Diagnostic Assessment Results.</p>
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Endterm: We will evaluate the 2008-2009 ELA exam results.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, there will be a 3% increase in parent involvement as measured by attendance at workshops and parent teacher conference night.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions: Parent Communication and Engagement</p> <ul style="list-style-type: none"> • Parents are invited to attend Curriculum Night in September. On this night they meet their children’s teachers and learn about the curriculum taught in each subject area. • Parents of our incoming 6th graders are invited to our school for an orientation. • Our 8th and 9th grade students and their parents attend High School Information Night in order to learn about the High School application process. • The “School Messenger System” will be available to parents. This phone system will allow them to call the school and to listen to a message containing information concerning all school events. • The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school functions and activities, and community services. • The Parent Teacher Association will organize Bake Sales and Family Activity Nights such as the Halsey Movie Night. • School Notes is a website where teachers post assignments so that parents can track what their child is learning. The parents can also contact the teacher via the website. • The DOE Halsey website will be updated regularly by our Technology Team. This web site also will provide parents with school information. • Our Parent Coordinator will continue to create weekly notices and a Tri- Annual calendar to inform parents of all activities.

	<ul style="list-style-type: none"> • Urban Advantage will enable parents and their children to visit the city’s museums and cultural sites free of charge while providing the 7th and 8th grade students access to information for their Exit Projects. • A Multi-Cultural Night brings parents and students together to share dance, food, and customs from around the world. • The 21st Century Grant: <ul style="list-style-type: none"> ➢ 5 year program 7/08-6/13 ➢ Program is in effect year round-after or before school-including holiday and summer. ➢ Program offers academic, youth development, partnerships and support to parents and family members. ➢ An onsite facilitator will be available for parents evenings and weekends. He/She will provide assistance with navigating the educational system and supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.). ➢ Activities and classes will be offered to parents. ➢ Counseling will also be available to those in need. <p>Target Populations: All Halsey Parents</p> <p>Responsible Staff Members:</p> <ul style="list-style-type: none"> ✓ Principal ✓ 4 Assistant Principals ✓ 3 Guidance Counselors ✓ 1 Parent Coordinator ✓ Halsey Teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Full-time Parent Coordinator: TL ✓ School Messenger Service: TL/Software ✓ Supplies/Materials: TL/FSF ✓ Per Session Activities: TL ✓ Translation Services: Title III Reimbursable

Indicators of Interim Progress and/or Accomplishment

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

Initial: Analyzing the 07'-08' School Environment Report, Review of attendance at all meetings such as PTC and workshops.

Midterm: Our school will create and utilize a survey for parents to complete in order to assess if our attempts to improve communication and engagement are effective.

End Term: Assessment of parent attendance at all meetings and workshops.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	74	61			0	0	n/a	n/a
7	65	44			5	0	n/a	n/a
8	80	61			7	0	n/a	n/a
9		30	20	36	0	0	n/a	n/a
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Small group and one-on-one intensive tutoring • Mandated Level 2 Students • Monday-Thursday 2:20pm -3:00pm
Mathematics:	<ul style="list-style-type: none"> • Small group one-on-one intensive tutoring • Mandated Level 2 Students • Monday-Thursday 2:20-3:00pm • Teacher Created Materials: Targeted Math Instruction • Regents Help • Monday-Thursday 2:20pm-3:00pm
Science:	<p>Science Regents Help</p> <ul style="list-style-type: none"> • Small group and one-on-one tutoring • Monday-Thursday 2:20pm-3:00pm
Social Studies:	<p>After School Library Program</p> <ul style="list-style-type: none"> • Research Projects for Social Studies using the computers • Monday-Wednesday 2:20pm-3:00pm and Thursday from 2:20pm-4:00pm
At-risk Services Provided by the Guidance Counselor:	<p>7th Grade</p> <ul style="list-style-type: none"> • Follow up with At Risk Students • One-on-one <p>8th Grade</p> <ul style="list-style-type: none"> • Individual Student Counseling for non-mandated students • High School Applications

At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	n/a
At-risk Health-related Services:	n/a

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

The Language Allocation Policy Narrative **2008-2009**

Stephen A. Halsey JHS 157 is a Grade 6 through 9 school located in the culturally diverse, residential community of Rego Park, Queens, New York. Queens, known as the most culturally diverse of the five (5) boroughs, prides itself on its international residency. JHS 157 is reflective of the multilingual, multiethnic diversity that mirrors the borough of Queens. The JHS 157, ATS/RHLA Home Language Report, dated November 2008, shows that of the 1080 students, the school is represented by 31 different languages. The second largest language group to English is Spanish, followed by Russian and Hebrew. The English Language Learners are comprised of 6 SIFE Students, 6 Special Education Students, 3 Long Term ELL Students, 15 ELLs between 4-6 years and 67 Newcomers.

Additionally, noted, at present there are 103 enrolled English Language Learners (ELLs), represented by 31 different languages, according to a recent ATS/RHLA Home Language Report for LEP Students. Several of the identified languages are singletons. If the student does not have basic English skills or another peer that is bilingual with the same native language, it is problematic for the child to comfortably communicate with peers. While the student develops the BICS and CALP, there is a conscious effort made for the placement and pairing of students in a nurturing environment.

The present ELL Programs offered at JHS 157, for the 2008-2009 school years, consist of a free-standing ESL program of 103 students. The school does not presently require a bilingual program, but does provide English as a Second Language (ESL) instruction. We strive to support parents in making an educated decision about their child's placement. When a parent registers their child, they are provided with a one-on-one conference with the ELL Coordinator and the Parent Coordinator. At this meeting, parents are informed of their options. They are offered the viewing of the Orientation Video in their home language. They are also provided with materials about each program offered in their home language. At this meeting, parents are informed that their child has the right to placement in a bilingual class if there are sufficient numbers of entitled students with the same home language and grade. They are also informed that if there are not sufficient numbers of students to form a TBE program, they have the option of transferring to another school in the district that has this program. At this meeting, parents are encouraged to ask questions regarding their options. Parents are provided with the Survey and Program Selection Form in their native language. We also offer parents the opportunity to make another appointment when necessary. All Parent Survey Forms are reviewed by the LAP Committee and trends are identified. According to a review of Home Language Surveys, the program of choice selected by parents has routinely been ESL. The rationale by the parents surveyed has been that their

UPDATED – OCTOBER 2008

children can use their native language at home. Parents want their children to learn English. The LAP Committee will address the growing desire for TBE as needed.

Beginning ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Intermediate ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Advanced ESL students receive 180 minutes, or 4 periods of ESL instruction a week. We ensure that the mandated number of minutes is provided, including explicit ESL, explicit ELA and content area instruction in the creation of our ELL classes and ELL student schedules. We also ensure that students receive support in the content areas with a push-in model. There are two bridge ESL classes for Beginning and Intermediate ESL students. One class services the grades 6 and 7 Beginner and Intermediate students; another class services the grades 8 and 9 Beginner and Intermediate students. Each of these two classes receives 12 periods of ESL instruction a week by a certified ESL instructor. There are 5 classes which contain ESL Advanced students who are mainstreamed with non-ESL students. Advanced students are grouped in two 6th grade classes, one 7th grade class, one 8th grade class, and one 9th grade class. A certified ESL teacher pushes into each of these classes 4 periods a week in order to support the ESL students within the content areas. Our students who have achieved proficiency are placed in classrooms with Advanced ESL students. These students receive the benefit of an additional teacher pushing into the content area classrooms to provide them with continued support for two years after reaching NYSESLAT proficiency.

The LAP Committee reviewed the NYSESLAT and ELA test results. The review of the NYSESLAT results indicated that our students scored advanced in the Listening and Speaking components and scored at the beginning intermediate levels in Reading and Writing of the NYSESLAT exam. Our ELL students who take the ELA exam score predominately at the proficiency level 2. The committee has noticed that the trend in Science and Math is that our ELL students score at a Level 2. Due to the analysis of this data, the Committee deemed that Writing and Reading must remain a focus area for ongoing development. The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students work through author and genre studies. The beginning and intermediate ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. The Acuity Assessments are administered and the results drive small group instruction in the ESL Classroom. The Teacher's College Assessment is administered to all ELL students. The results of this assessment are used to form Guided Reading Groups. Small group instruction and guided reading groups are utilized to differentiate instruction for each of the ELL subgroups. Students are paired in the classroom in an attempt to support their native language skills.

Content area and ESL teachers plan collaboratively during the Team Meetings. The ESL classroom teachers have received Q-TEL and ExC-ELL training. These strategies are used daily in the ESL classroom. In the content areas, ELL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the second language learners. The Extended Day After-School Program for Beginners and Intermediate ESL students takes place from 2:20P.M. to 3:00 P.M. Monday-Thursday. Here, these ELL students receive additional support in the four modalities of reading, writing, listening and speaking. A menu of after school enrichment activities such as cooking class, law club, business entrepreneurship, and creative writing are offered to our ESL students. An after-school program will be offered to all of our ELL students. An after school Social Studies, Science, Math and Literacy class will be conducted from 3:00-4:30 P.M. to provide these students with additional support in the content areas. The Project Best Grant is an additional after school program which is providing a group of 12 ELL students support in writing across the content areas. This program will also support students in mastering the various components of the NYSESLAT exam.

Our ELL students receive transitional support from the guidance counselors when they enter JHS 157 from Elementary school. Counselors also assist ELL students in the selection of High Schools based on their affinities. The Guidance Counselors also engage our 8th and 9th grade ELL students in conversations about future career choices.

JHS 157 is presently receiving professional development which focuses on unlocking the meaning of text for ESL students. ESL, Special Education, and content area teachers will attend a series of five workshops presented by the ICI. These professional development sessions will be conducted on November 13, 2008, December 11, 2008, January 29, 2009, March 10, 2009 and May 21, 2009. Teachers will receive a total of 15 hours of training. These teachers' classrooms will become lab-sites for other teachers to visit in order to develop best practices in the classroom.

Teachers have also attended departmental professional development sessions on the following topics:

August 28, 2008:

- The Teacher's College Running Record Assessment
- Small group instruction

November 4, 2008: ELA/ELL Standard Based Instruction: Modification of Tasks, Rubrics and Criteria for Success for ELL students.

November 17, 2008: Guided Reading Groups

December 15, 2008: NYSESLAT/Acuity data analysis

In addition, our ESL teachers are currently involved in turnkeying the training they received in Q-TEL and ExC-ELL.

The parents of our English Language Learners attend many workshops/meetings throughout the school year. Parents of incoming 6th grade students attend a Halsey information night. In September, these parents also attend the Curriculum Night. During Curriculum Night, the English Language Learners' parents are provided specific details about the curriculum by the ESL teachers. Additional parent meetings for ESL students will take place during the school day. There will be three workshops during the 2008-2009 school year. The topics will be as follows:

- December: ELL Standards and Promotional Criteria
- March: The NYSESLAT Exam
- June: Class placement for September and Summer School Support opportunities.

In addition, the Parent Coordinator conducts workshops throughout the school year as the needs arise. Topics of these meetings include:

- Services that parents can receive from agencies throughout the community and city
- The use of *School Notes* and the School website in order to access information
- Accessing and Interpreting Acuity information

As a result of the **LAP**, the following will continue and/or go into effect, in order to further develop **Academic Rigor** for the **ELL/ESL student population**.

1. Standardized exams were ordered in the available languages for all ELL students.
2. The ordering of bilingual dictionaries is now a school wide effort. Additionally, students will also be asked to include bilingual dictionaries as part of their regular supply lists.
3. A human resource list highlighting the languages spoken by staff has been compiled and is utilized.

UPDATED – OCTOBER 2008

4. With a focus on the SIFE student population, extended day ELL programs which allow for enhanced instructional time for recent ELL arrivals will continue.
5. Parent involvement opportunities which support parent/child shared learning experiences will continue.
6. Non-ESL teachers will be encouraged to register for Q-TEL and other related professional development workshops throughout the school year, thereby enhancing insight about ELLs and the delivery of instruction.
7. Workshops on the introduction and utilization of ELL related data will continue. ELL updated rosters, that highlight new admits and related instructional levels will be reviewed regularly.
8. A push-in ESL program parallels and supports the existing literacy program, which allows for enhanced articulation/congruence between the Literacy and ESL instructors.
9. ELL Study Groups will continue based on relevant research topics, concerns, and interests.
10. Non-ESL department supervisors will be provided with ESL training that supports their assigned subjects.
11. A bilingual notice of invitation for the parents of new arrivals will continue to be distributed during the enrollment process. The invitation will be for the viewing of the NYCDOE mandated ELL video.

The LAP Committee consists of the following members:

Principal	Mr. Vincent Suraci
Assistant Principal	Ms. Angela Ancona-Lisa
ELL Coordinator	Ms. Angela Ancona-Lisa
Parent & Community	Ms. Virginia Dente
Parent	Ms. Lori Glick
Literacy Coach	Ms. Jeannine Fellin
ESL / ELA Teachers	Mr. David Berman
AIS / IEP Teachers	Ms. Stephanie Sussman
Guidance Counselors	Ms. Shimona Shriki

The Committee will continue to meet regularly for the purpose of ongoing evaluation of our assessment and of the instruction in the ELL classrooms. We will also be researching professional development opportunities and professional literature connected to ELL instruction.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___X_ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 103
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Stephen A Halsey JHS 157 is a grade 6 through 9 school located in the multicultural community of Rego Park, New York in the borough of Queens. School hours for the 2008-2009 school year are from 8:00 A.M. to 2:58 P.M., Monday through Thursday, and 8:00 A.M. to 2:20 P.M. on Fridays. The latest register reports that there are 1080 students. The Home Language Survey indicates that the school is comprised of students who speak 31 different languages. The three largest immigrant populations are Russian, Spanish, and Chinese.

At JHS 157 we strive to support parents in making an educated decision about their child's placement in an ELL program. When a parent registers their child, they are provided with a one on one conference with the ELL Coordinator and or the Parent Coordinator. At this meeting parents are informed of their options. They are offered the viewing of the Orientation Video in their home language. They are also provided with materials about each program offered in their home language. At this meeting, parents are informed that their child has the right to placement in a bilingual class if there are sufficient numbers of entitled students with the same home language and grade. They are also informed that if there are not sufficient numbers of students to form a TBE program, they have the option of transferring to another school in the district that has this program. At this meeting, parents are encouraged to ask questions regarding their options. Parents are provided with the Survey and Program Selection Form in their native language. We also offer parents the opportunity to make another appointment when necessary. Newcomers are placed in the appropriate ELL classroom based on the results of the LAB-R testing. This test is administered promptly upon a student's admission to JHS 157.

At present, the school serves approximately 103 English language learners in Grades 6-9. The school does not presently require a bilingual program, but does provide English as a Second Language (ESL) instruction. Beginning ESL students receive 360 minutes, or 8 periods of ESL a

week. Intermediate ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Advanced ESL students receive 180 minutes, or 4 periods of ESL a week.

There are two bridge ESL classes for Beginning and for Intermediate ESL students. One class services the grades 6 and 7 Beginner and Intermediate students; another class services the grades 8 and 9 Beginner and Intermediate students. Each of these two classes receives 12 periods of ESL instruction a week by a certified ESL instructor. There are 5 classes which contain ESL Advanced students who are mainstreamed with non-ESL students. Advanced students are grouped in two 6th grade classes, one 7th grade class, one 8th grade class, and one 9th grade class. A certified ESL teacher pushes into each of these classes 4 periods a week in order to support the ESL students within the content areas.

The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period, and a closing. The Intermediate and Advanced ELL students work through author and genre studies. The beginning ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. Guided Reading Libraries were purchased for the ESL classroom in order to support the teacher in providing the students with guided reading and small group instruction. As the need and availability arise, the ESL teachers utilize the Smart Board in an attempt to make learning visual for the students.

Content area and ESL teachers plan collaboratively during the Team Meetings. The ESL classroom teachers have received Q-Tel and EX-CELL training. These strategies are used daily in the ESL classroom. In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the second language learners.

The Extended Day After-School Program for Beginners and Intermediate ESL students takes place 2:20 P.M. to 3:00 P.M. Monday-Thursday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. An additional after-school content area support program will be offered to all of our ELL students. An after school Social Studies, Science, Math and Literacy class will be conducted from 3:00-4:30 P.M. to provide our ELL students with additional support in the content areas. The Project Best Grant is an additional after school program which is providing a group of 12 ELL students support in writing across the content areas. This program will also support students in mastering the various components of NYSESLAT exam. In addition, Monday - Thursday from 2:20P.M. - 3:00P.M., Beginning and Intermediate ESL students have the opportunity to participate in the extended day after school program. In this program, these students receive additional support in the four modalities of reading, writing, listening, and speaking. Also, a menu of after school enrichment activities such as cooking class, law club, business entrepreneurship, and creative writing are offered to our ESL students.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

The parents of our English Language Learners attend many workshops/meetings throughout the school year. Parents of incoming 6th grade students attend a Halsey information night. In September, these parents also attend the Curriculum Night. During Curriculum Night, the English Language Learners' parents are provided specific details about the curriculum by the ESL teachers. Additional parent meetings for ESL students will take place during the school day. There will be three workshops during the 2008-2009 school year. The topics will be as follows:

- December: ELL Standards and Promotional Criteria

- March: The NYSESLAT Exam
- June: Class placement for September and Summer School Support opportunities.

In addition, the Parent Coordinator conducts workshops throughout the school year as the needs arise. Topics of these meetings include:

- Services that parents can receive from agencies throughout the community and city
- The use of *School Notes* and the School website in order to access information
- Accessing and Interpreting Acuity information

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

A parent orientation is conducted by the ESL coordinator to familiarize the incoming ELL students and parents with all policies and procedures of JHS 157. The parent coordinator also conducts one-on-one meetings in order to assist the incoming Non-English speaking parents.

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

JHS 157 is presently receiving professional development which focuses on unlocking the meaning of text for ESL students. ESL and content area teachers will attend a series of five workshops presented by the ICI. These professional development sessions will be conducted on November 13, 2008, December 11, 2008, January 29, 2009, March 10, 2009 and May 21, 2009. Teachers will receive a total of 15 hours of training. These teachers' classrooms will become lab-sites for other teachers to visit in order to develop best practices in the classroom.

Teachers have also attended departmental professional development sessions on the following topics:

August 28, 2008: The Teacher's College Running Record Assessment/Small group instruction

November 4, 2008: ELA/ELL Standard Based Instruction: Modification of Tasks, Rubrics and Criteria for Success for ELL students.

November 17, 2008: Guided Reading Groups

December 15, 2008: NYSESLAT/Acuity Data Analysis

In addition, our ESL teachers are currently involved in turnkeying the training they receive in Q-TEL and ExC-ELL.

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: _____ JHS 157 _____ District _____ 28_Q _____

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	2					2

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area). Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT Grade 8/9 SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: _X_ Beginning ___ Intermediate ___ Advanced

School District: _____ 28Q _____ School Building: ___ JHS 157 _____

OFFICIAL PROGRAM 2008-2009										
STEPHEN A. HALSEY JHS 157Q						PRINCIPAL			718-830-4910	
MR. VINCENT SURACI										
STUDENT: ESL						HR: 8-951		RM. B-GYM		
	0	1	2	3	4	5	6	7	8	9
M		SCI 225	SCI 225	TAL	ESL 306	ESL 306	L	SS 319	SS 319	
T		ESL 306	PE	SCI 225	ESL 306	ESL 306	U	MA 303	MA 303	
W		MA 303	MA 303	TAL	ESL 306	SS 319	N	ESL 306	ESL 306	
TH		ESL 306	ESL 306	SCI 225	MA 303	MA 303	C	SS 319	SS 319	
F		ESL 306	ESL 306	TAL	MA 303	MA 303	H	PE	SCI 225	
PLEASE PERMANENTLY AFFIX THIS SCHEDULE TO THE INSIDE OF YOUR LOOSELEAF BINDER										
IF LOST PLEASE SEE YOUR ASSISTANT PRINCIPAL FOR A REPLACEMENT										

SAMPLE STUDENT Bell SCHEDULE 2008-09

School District: 28Q

School Building: 157

<u>Bell Rings At</u>	<u>Reason For The Bell</u>
8:00-8:15 A.M.	Start of A.M. Homeroom.
8:10 A.M	Begin giving late passes.
8:15-8:19 A.M.	End of A.M. Homeroom. (Late students begin putting coats in late room.) Passing to Period 1.
8:19-8:59 A.M.	Period 1.
8:59-9:03 A.M.	Passing to Period 2.
9:03-9:43 A.M.	Period 2.
9:43-9:47 A.M.	Passing to Period 3.
9:47-10:28 A.M.	Period 3.
10:28-10:32 A.M.	Passing to Period 4.
10:32-11:13 A.M.	Period 4.
11:13-11:17 A.M.	Passing to Period 5
11:17-11:58 A.M.	Period 5.
11:58 A.M.-12:02 P.M.	Passing to Period 6.
12:02-12:43 P.M.	Period 6.
12:43-12:47 P.M.	Passing to Period 7.
12:47-1:27 P.M.	Period 7.
1:27-1:31 P.M.	Passing to Period 8.
1:31-2:11 P.M.	Period 8.
2:11-2:15 P.M.	Passing to P.M. Homeroom.
2:15-2:20 P.M.	P.M. Homeroom.
2:20 P.M.	Dismissal.
2:25 P.M.	Late Bell for Extended Day.
2:58 P.M.	Dismissal for Extended Day.

UPDATED – OCTOBER 2008

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 6-9 **Number of Students to be Served:** 103 **LEP** 0 **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** 1 ESL Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

At present, according to related ATS data secured from a recent RMSR report, the school serves approximately 103 English Language Learners (ELL's) in Grades 6-9. The school does not presently require a bilingual program, but will continue to offer ESL throughout the 2008-2009 school year.

Beginning ESL students receive 360 minutes, or 8 periods of ESL a week. Intermediate ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Advanced ESL students receive 180 minutes, or 4 periods of ESL a week. Our ELL students are grouped according to their English proficiency levels: Beginning, Intermediate, and Advanced Levels. These levels are determined by the NYSESLAT exam. The rationale for the grouping of these students is that we will be able to provide them with intensive instruction at their appropriate level of English proficiency.

There are two bridge ESL classes for beginning and intermediate ESL students. One class services the grades 6 and 7 Beginner and Intermediate students. Another class services the grades 8 and 9 Beginner and Intermediate students. Each of these two classes receives 12 periods of ESL instruction a week by a certified ESL instructor. There are 5 classes which contain ESL Advanced students who are mainstreamed with non-ESL students. Advanced students are grouped in two 6th grade classes, one 7th grade class, one 8th grade class, and one 9th grade class. A certified ESL teacher pushes into each of these classes 4 periods a week in order to support the ESL students within the content areas. The Extended Day After-School Program for Beginners and Intermediate ESL students takes place from Monday-Thursday from 2:20P.M. to 3:00P.M. Here, these students

receive additional support in the four modalities of reading, writing, listening and speaking. In addition, our ESL students are provided a menu of after school enrichment activities such as cooking class, law club, business entrepreneurship, and creative writing.

Classroom instruction will implement authentic reading, writing, listening and speaking activities, in order to prepare the students for the NYSESLAT exam. Students will also be immersed in writing across genres: poetry, narratives, persuasive, etc. In addition, a writing portfolio will be compiled for each child. All ELL students will be assessed with the Teacher's College Running Record Assessment three times throughout the school year. This assessment will provide the teacher with each individual student's independent and instructional reading levels. This information will allow the teacher to utilize guided reading groups in order to scaffold instruction for these students. Our ELL students will also take the Acuity assessments throughout the school year. The ESL teachers will use this valuable information to implement small group instruction. The ESL teacher's goal is to individually personalize the instruction to meet the needs of each student.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

JHS 157 is presently receiving professional development which focuses on unlocking the meaning of text for ESL students. ESL and content area teachers will attend a series of five workshops presented by the ICI. These professional development sessions will be conducted on November 13, 2008, December 11, 2008, January 29, 2009, March 10, 2009, and May 21, 2009. Teachers will receive a total of 15 hours of training. These teachers' classrooms will become lab-sites for other teachers to visit in order to develop best practices in the classroom.

Teachers have also attended departmental professional development sessions on the following topics:

August 28, 2008: The Teacher's College Running Record Assessment/ Small Group Instruction

November 4, 2008: ELA/ELL Standard Based Instruction: Modification of Tasks, Rubrics and Criteria for Success for ELL students.

November 17, 2008: Guided Reading Groups

December 15, 2008: NYSESLAT/Acuity data analysis

Our ESL teachers are currently involved in turn-keying the training they received in Q-TEL and ExC-ELL.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation: \$22,039		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$15,765	Per Diem Teacher/per session AIS
Purchased services such as curriculum and staff development contracts	n/a	
Supplies and materials	\$6,274	Classroom Libraries, NYSESLAT test support materials
Travel	n/a	
Other		
TOTAL	\$22,039	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. In accordance with the Chancellor's Regulations A-663, JHS 157 provides interpretation services both in group and one on one meetings with parents in order to communicate with them about their child's education. We provide translation versions of all documents distributed to students. Signs are posted in the main entrance of the building letting parents know about their rights to Language Access Services. The school also has copies of the Parent Bill of Rights and the Family Guide in the appropriate languages for parents. Information about parents' preferred language of communication is located on the emergency cards and in ATS. A designated Parent Coordinator is the

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

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

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

In order to fulfill Chancellor's Regulations A-663, JHS 157 has designated the Parent Coordinator as a point person to make arrangement 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 at the school's main entrance. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year_____
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: SRAP Year 3 ELA
SRAP Year 4 Math

SURR¹ Phase/Group (If applicable): _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

The preliminary analysis of JHS 157's 2007-2008 accountability and status report indicate that Adequate Yearly Progress (AYP) was achieved in the areas of ELA, Math, and Science for all disaggregated groups. For the 2008-2009 school year, JHS 157 anticipates that we will achieve AYP in the areas of ELA, Math and Science for all disaggregated groups. The school will continue to implement the focused interventions to improve student achievement in the subject areas previously identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

In previous years, the school did not meet annual yearly progress in the subject of English Language Arts with the English Language Learners and our students with disabilities. The interventions which the school has implemented to address this area of need can be found in the Needs Assessment on pages 10 and 11 and the Action Plan on pages 14-18. It can also be found in Appendix 2 on pages 32-37.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

¹ School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

1A.1: The School Leadership Team and the School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, the Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant, and a parent. The features of key finding 1A were addressed during these meetings. The findings of the committee were as follows:

- ✓ Our pacing calendars need to be further developed into curriculum maps.
- ✓ Our curriculum is directly aligned to the ELA standards for reading, writing, listening and speaking.
- ✓ Our school could use additional materials for our English Language Learners, students with disabilities, and struggling readers.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- 1A. 3:
- ✓ Our literacy curriculum is directly aligned to the ELA standards. Our curriculum covers the author and genre studies that have been provided by the America's Choice Organization. These author and genre studies require the students to be deeply immersed in the genre that is being presented or in the author who is being analyzed. The culminating writing projects are the outcome of tasks and rubrics whose criteria for success is explicitly connected to the reading writing, listening, and speaking standards.
 - ✓ The investigation of our curricula revealed that our pacing calendar, although extremely thorough, would not be considered a curriculum map. Although, our pacing calendar does have components of a curriculum map such as student outcomes to be obtained, strategies to be utilized and skills to be mastered, we do not explicitly state reading and writing goals, unit objectives, and vocabulary needs.
 - ✓ The demographics of the school reveal that our student body is comprised of students who speak around fifty different languages. In addition, we have a large special education population. We have a high percentage of Level 2 students. Teacher feedback has indicated that there is a constant need to update our classroom libraries to address the diverse populations.

UPDATED – OCTOBER 2008

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1A.4:

- ✓ Our plan to address the curriculum map is as follows: In Grade Team Meetings, curriculum maps will be developed for our various author and genre studies. Curriculum maps will be differentiated for honors, general education, special education, Ramp Up, and English Language Learners. Professional Development will be given on the development and use of curriculum maps.
- ✓ Professional Development sessions will be initiated where the special education, ESL, and general education teachers have the opportunity to exchange materials and strategies that will accommodate the diverse student body. The Literacy Team will re-analyze and re-evaluate the America's Choice genre and author studies with the purpose of developing thematic units of study to better accommodate students reading far above or far below the America's Choice standard texts. A school wide inventory will be conducted to research available materials that can be used as student and staff resources.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were

aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The School Leadership Team and the School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant and a parent. The features of key finding 1A were addressed during these meetings.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Halsey JHS 157 implemented the Workshop Model in all mathematics classes several years ago. This model is student oriented rather than teacher directed. The structure of all lessons includes a 10-15 minute mini-lesson which may be teacher directed. The teacher can introduce a problem, review or model new strategies for solving problems that students will then integrate into their work period.

The majority of math class time is spent with students working in groups to solve problems requiring exploration, investigation, and discovery. Students engage in accountable talk, brainstorming, sharing ideas, and discussing strategies as they collaboratively solve problems. The Impact Text that we use is a hands-on comprehensive curriculum that encourages students to use manipulatives as well as calculators when appropriate. All classrooms are well stocked with manipulative kits that include, geo mirrors, linkage strips, algebra tiles, two color counters, geometric solids, and polygon tiles to aid students in the learning process. Upper grade classes have access to graphing calculators; other classes use the TI -34II when appropriate. We have 5 Smart boards that are rotated throughout the department in addition to computer labs as well as computers in the library to enhance student learning.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The School Leadership Team and the School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instructional Consultant and a parent. Key Finding 2A was addressed at these meetings. In addition, supervisory walkthroughs and observations were used to assess whether this finding was relevant.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school uses the workshop model in all content areas. In literacy, this model uses the Teachers' College workshop template. This template consists of various components which support the brain research findings on how students best learn: independent reading, mini-lesson, active engagement, work period, and closing. In this model, the teacher acts a facilitator and the emphasis is on collaborative learning. This approach also utilizes small group instruction. Leveled libraries enable students to partake in guided reading lessons.

UPDATED – OCTOBER 2008

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The School Leadership Team and the School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instructional Consultant and a parent. Key Finding 2B1 was addressed at these meetings. In addition, supervisory walkthroughs and observations were used to assess whether this finding was relevant

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Halsey JHS 157 implemented the Workshop Model in all mathematics classes several years ago. This model is student oriented rather than teacher directed. The structure of all lessons includes a 10-15 minute mini-lesson which may be teacher directed. The teacher can introduce a problem, review or model new strategies for solving problems that students will then integrate into their work period.

The majority of math class time is spent with students working in groups to solve problems requiring exploration, investigation, and discovery. Students engage in accountable talk, brainstorming, sharing ideas, and discussing strategies as they collaboratively solve problems. The Impact Text that we use is a hands-on comprehensive curriculum that encourages students to use manipulatives as well as calculators when appropriate. All classrooms are well stocked with manipulative kits that include, geo mirrors, linkage strips, algebra tiles, two color counters, geometric solids, and polygon tiles to aid students in the learning process. Upper grade classes have access to graphing calculators; other classes use the TI -34II when appropriate. We have 5 Smart boards that are rotated throughout the department in addition to computer labs as well as computers in the library to enhance student learning.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School Leadership Team and the School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant and a parent. Key Finding 3.1 was addressed at these meetings.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The School Instructional Leadership Team analyzed the Teacher Turnover Rate section of the 2006-2007 School Report Card. This report indicates that there was an 11% turnover rate in the year 2005-2006.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The School Instructional Leadership Team assessed the pertinence of this finding to our school. The School Instructional Leadership Team met on three occasions. Members of the committees included a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant and a parent. In addition, teachers were surveyed concerning their professional development needs.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

JHS 157 is presently receiving professional development which focuses on unlocking the meaning of text for ESL students. ESL and content area teachers will attend a series of five workshops presented by the ICI. These professional development sessions will be conducted on November 13, 2008, December 11, 2008, January 29, 2009, March 10, 2009 and May 21, 2009. Teachers will receive a total of 15 hours of training. These teachers' classrooms will become lab-sites for other teachers to visit in order to develop best practices in the classroom.

Teachers have also attended departmental professional development sessions on the following topics:

August 28, 2008: The Teacher's College Running Record Assessment/ Small group instruction

November 4, 2008: ELA/ELL Standard Based Instruction: Modification of tasks, rubrics and criteria for success for ELL students.

November 17, 2008: Guided Reading Groups

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December 15, 2008: NYSESLAT/Acuity data analysis

Our ESL teachers are currently involved in turn-keying the training they received in Q-TEL and ExC-ELL during 2007-2008 school year. The ESL teachers push in to the literacy and content area classrooms and model the Q-Tel and ExC-ELL strategies for the teachers.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant and a parent. Key Finding 5.1 was addressed at these meetings.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In the month of September, all Literacy Teachers receive copies of the NYSESLAT and ELA scores for all of their ELL students. At Team Meetings, the NYSESLAT data is examined and students' proficiency levels for each of the modalities (reading, writing, listening and speaking) are assessed. This information is used for ELL student class placement. It is also used to provide these students with small group instruction to meet their individual instruction needs. Professional development is also developed to train teachers in data examination. ELL students' progress is monitored throughout the year through the use of the Acuity Assessments and the Teacher's College Running Record

UPDATED – OCTOBER 2008

Assessment. The culminating author and genre study writing projects provide the teacher with an assessment that can be used for guided writing.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction consultant and a parent. Key Finding 6.1 was addressed at these meetings.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our general education teachers are not only in possession of the students' IEPs but have also been given professional development on Demystifying the IEP (November 4, 2008). Teachers, therefore, accommodate the special needs of students with IEP's during the work period of the reading and writing workshops by differentiating and tiering instruction.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant and a parent. Key Finding 7 was addressed at these meetings

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

After a review of the IEPS, the School Based Instructional Leadership team came to the following findings:

- The classroom instruction accomplishes the modifications as indicated on the IEP through the differentiation of instruction in the classroom. The SETSS teachers work in the classrooms to assist the teachers in accomplishing the modifications as indicated on the IEP.
- Goals, objectives, and modified promotion criteria indicated on the IEPS are aligned to the New York State literacy and math standards.
- The IEPS include behavioral plans complete with goals and objectives as needed.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 24, 2008** Email address: **vsuraci@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	q28157
School Name	Stephen A. Halsey JHS157
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 206,942
Principal Name	Vincent Suraci
Principal Email	vsuraci@schools.nyc.gov
Principal Phone	7188304910

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	
Reducing teacher-student ratio through team teaching strategies	\$ 205,665

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes

No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008- existing classrooms will be targeted for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14

C4E Target #2: 8 - Math - Students with Disabilities - 18 - 1 - 17

* If you plan to target more than one special population in a single grade, please fill out a separate row for each su

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14

C4E Target #2: 6 - ELA- Students with Disabilities - 16 - 1 -14

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject :

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14

C4E Target #2: 6 - Math - ELLs - 16 - 1 -14

	Targeted Grade	Targeted Subject	Targeted Population	Students per Teacher 2007-08	# Classrooms / Sections Targeted
C4E Target #1	7	All (ES only)	Students with Disabilities	14	1
C4E Target #2	8	All (ES only)	Students with Disabilities	14	1
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

Does your school plan to use FY09 C4E funding to increase student time on task?

Yes

No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs

\$ 1,281

Summer School Programs

Dedicated Instructional Time

Individualized Tutoring

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

Yes

No

Please describe the program.

Time on task ELA/Math AIS services for special education students to take place after extended-day program

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of program hours, increase in the number of students served, etc.)

The number of after school program hours for AIS Math and ELA will increase from 20 hours to 40 hours.

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No

CEP Appendix 8: Contracts for Excellence