



**J.H.S. 190 RUSSELL SAGE**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: J.H.S. 190 RUSSELL SAGE**  
**ADDRESS: 68-17 AUSTIN STREET**  
**TELEPHONE: 718-830-4970**  
**FAX: 718-830-3566**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342800010190 **SCHOOL NAME:** J.H.S. 190 Russell Sage

**SCHOOL ADDRESS:** 68-17 AUSTIN STREET, QUEENS, NY, 11375

**SCHOOL TELEPHONE:** 718-830-4970 **FAX:** 718-830-3566

**SCHOOL CONTACT PERSON:** Marilyn Grant **EMAIL ADDRESS:** MGrant@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Dr. Mitchel Goodkin

**PRINCIPAL:** Marilyn Grant

**UFT CHAPTER LEADER:** Ann Turcotte

**PARENTS' ASSOCIATION PRESIDENT:** Mrs. Woo

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 28 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

**NETWORK LEADER:** JOHN OMAHONEY/Olga De Filippis

**SUPERINTENDENT:** JEANNETTE REED

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Marilyn Grant	Principal	
Mitchell Goodkin	UFT Member	
Ann Turcotte	UFT Chapter Leader	
Nina Tribble	UFT Member	
Ita McSweeney	Parent	
Rafeal Nzirosoba	Parent	
Agnes Pepe Wachtel	UFT Member	
Amy Woo	PA/PTA President or Designated Co-President	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

Russell Sage JHS 190 is a diverse, collaborative school dedicated to achieving high standards of academic excellence. Through standards-driven instruction, a nurturing environment, and the development of a sense of social responsibility, we will create a community of lifelong learners.

Our instructional programs are aimed at creating a bridge between the elementary and high school grades. At JHS 190 students have an opportunity to excel through our high school level math and science courses. They also have an opportunity to take Regents in Living Environment, Earth Science and Integrated Algebra as well as the Foreign Language Regents Proficiency Examination.

In addition to following a rigorous academic curriculum, our students have an opportunity to experience the arts. They can elect to take Drama, Band and Visual Arts. Every year, students who have chosen these classes will perform in a number of concerts, art shows and drama productions. Our drama, music and art productions provide a showcase for the magnificent talent of gifted students, exceptional staff and a behind-the-scenes crew that is organized, creative and efficient.

Over 94% of our teachers are fully licensed and permanently assigned to the school. More than 63% have more than five years teaching experience. Our teachers bring to the table more than their educational experience. They also have a high degree of talent and interests that they share with their students through extra and co-curricular activities.

We pride ourselves on assisting our students to gain acceptance to the high schools that can best meet their needs and interests. Of last year's eighth-grade students, 26% were accepted to NYC Specialized High Schools, including Stuyvesant, Bronx High School of Science and Brooklyn Technical. Eleven percent were accepted to other specialty high schools such as Townsend Harris. Seven percent were accepted to specialized academic high school programs such as the Carl Sagan Science/Math Honor Academy at Forest Hills High School and four percent of our students were accepted to programs for students gifted in the arts including LaGuardia High School.

Russell Sage is the recipient of the Empire State Grant in partnership with the Queens Museum of Art and PS 144. Through this association, educators work with our Special Education population and an architect works with our ELL population. This partnership allows for professional development for our staff with museum educators. Students enjoy trips to the Queens Museum and each year an art show of student work takes place in the Museum's Community Gallery. Further, we are in partnership with the City Council and the Urban Advantage Program, which partners our science teachers with American Museum of Natural History, the Wildlife Science Conservancy/Bronx Zoo and others, which teaches students to use institutions of informal education in order to conduct long-term science investigations. In addition, our band students participate in a musical competition held in Hershey, PA; and have had outstanding results. The social studies department works in collaboration with the NY Historical Society and enables our students to attend various museum programs. Our school has

a unique partnership with TOR publishers which enables our students to read pre-publication novels and provide input on a teen advisory panel for the publishers.

Russell Sage is committed to providing enrichment programs to all of our students. The extended-day enrichment and remediation activities provide students with an opportunity to sample a subject of interest. Extra-curricular activities offered are: Latin, Math Team, Video Team, Jazz Band and Yearbook. Teachers and staff have a wealth of talent which is brought into these programs. Further, Russell Sage is partnered with the Beacon Homework Study Program and our school offers Regents review classes and preparation for the Specialized High School Examination.

Our teachers have participated in grant writing for our school and have been awarded monies through The Center for Arts Education, Donor's Choose, Empire State Partnerships and have pending Lowe's and UFT grants.

We are committed to fostering strong parental involvement at our school. Among the opportunities we provide are: 6<sup>th</sup> and 7<sup>th</sup> grade orientation prior to the start of the year, welcome breakfast for incoming students and parents, Curriculum Night in which parents receive an overview of life at Russell Sage, and Museum Night, where student achievement throughout the year is celebrated. Further, an increasing number of teachers participate in a web-based program through which they can communicate with parents and students regarding student progress.

Our school's Parent Liaison is committed to ensuring that all parents and community members are engaged as full partners in the education of our students. We have an active Parents Association and strong collaboration with Councilwoman Karen Koslowitz, D-Forest Hills.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		J.H.S. 190 Russell Sage								
<b>District:</b>		28	<b>DBN #:</b>		28Q190	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			95.3/93.2	95.2/ 92	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			96.6	94.85	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	80	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		374	356	367			38.3	35.7	50.7	
Grade 8		436	406	367						
Grade 9		83	32	55	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			3	18	TBD	
Grade 12		0	0	0						
Ungraded		4	1	1	<b>Recent Immigrants - Total Number:</b>					
Total		897	795	870	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							35	22	18	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		54	28	25	Principal Suspensions		122	137	TBD	
# in Collaborative Team Teaching (CTT) Classes		13	15	26	Superintendent Suspensions		15	21	TBD	
Number all others		39	54	62						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	3	0						

# in Dual Lang. Programs	0	3	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	75	50	25	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	3	17	Number of Teachers	67	56	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	TBD
				Number of Educational Paraprofessionals	0	0	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	70.1	75	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	56.7	67.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	91	TBD
American Indian or Alaska Native	0.1	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.8	88.4	TBD
Black or African American	8	6.9	7.7				
Hispanic or Latino	26.1	24.5	24.9				
Asian or Native Hawaiian/Other Pacific Isl.	34.2	31.8	33.7				
White	31.6	36.6	33.6				
Multi-racial							
<b>Male</b>	55.7	54.6	54				
<b>Female</b>	44.3	45.4	46				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:	-		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√			-	
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-			-	
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	Ysh	√				-	
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√				-	
<b>Student groups making AYP in each subject</b>	<b>8</b>	<b>8</b>	<b>1</b>			<b>0</b>	

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	B/NR	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	66.2/NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.3/NR	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.2/NR	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	37.9/NR	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8/0	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.  
 \*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

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

To improve the consistency of regular reviews of progress for classrooms, subjects and subgroups.

To improve the consistency of goal-setting for targeted students, classrooms and subjects.

To further develop strategic planning and goal setting to include measurable whole-school and interim goals in order to efficiently monitor progress.

To continue to provide professional development to establish consistency in assisting students to meet their improvement goals.

The teachers work well in teams to plan curriculum and instruction, which allows them to share ideas and good practice. Quality instruction and high expectations lead to accelerated progress for many of our students and having a good curriculum and enrichment programs gives students a wide range of academic and cultural experiences. Support systems for English language learners and special education are leading to good gains in achievement; however, there is more to be done, particularly with the special education population in the area of English Language Arts and overall expectations of these students in need. We will continue to raise the bar on expectations of all students. The guidance and advisory services provide very good support for students' academic and social development. Parents have high praise for the quality of education and care their children receive. Good communication between the school and home give parents a regular update on their children's progress and ways in which they can help them. It is important for us to continue to foster close relations with the home to support student success.

### THREE-YEAR TRENDS ANALYSIS OF ELA PERFORMANCE

**TOTAL SCHOOL – ALL TESTED STUDENTS  
ELA PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
MARCH 2011								

2009	0	0	134	18	534	72	74	10
2008	28	3.5	163	20.5	556	70	48	6
2007	11	1.5	182	25	463	63.5	73	10

Total School Trends: Over a three-year period from 2007-2009, the percentage of all tested students scoring at Level 1 on the ELA assessment decreased to 0%. The percentage of students scoring at Level 2 decreased from 25% to 18%. The percentage of students scoring at Level 3 during this period of time increased from 63.5% to 72% (+8.5%). An analysis of this three-year trend in ELA TOTAL SCHOOL performance for all tested students indicates that the decrease in students scoring at Level 1 is significant. Additionally, there were noteworthy gains as students moved from level 1 to Level 2 and from Level 2 to Levels 3 and 4 as indicated by an overall decrease in the students scoring at Level 2. Additionally, targeted instructional initiatives that address the specific needs of students scoring at Levels 1 and 2 will be further implemented. Instructional initiatives will be put in place to increase the number of Level 4 students.

DATA SOURCE: A THREE-YEAR ANALYSIS OF PERFORMANCE TRENDS IN ELA  
DUSAGGREGATED BY TARGETED STUDENT GROUPS

STUDENTS WITH DISABILITIES  
ELA PERFORMANCE ON STATE ASSESSMENTS

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	1	1	61	67	29	32	0	0
2008	10	18	32	57	14	25	0	0
2007	25	22.9	64	58.7	19	17.4	1	0.9

Special Education Trends: Over a three-year period from 2007-2009, the percentage of special education students scoring at Level 1 on the ELA assessment decreased from 22.9% to 1%. The percentage of Level 2 students increased from 58.7% to 67%. The percentage of Level 3 students increased from 17.4% to 32%. There were no students achieving Level 4. An analysis of the three-year trend for SWD indicates improvement in students that moved from Level 1 to Level 2 and continued movement of Level 2 to Level 3. Overall there was a positive trend in SWD performance as the percentage of students performing at Level 1 has been reduced. However, since over 67% of SWD students remain at Level 2, effective differentiated instructional initiatives must continue to be identified in order to ensure student progress to state proficiency at Levels 3 and 4.

ENGLISH LANGUAGE LEARNERS  
ELA PERFORMANCE ON STATE ASSESSMENTS



Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	1	2	34	83	6	15	0	0
2008	13	25	30	59	8	16	0	0
2007	14	24.1	38	65.5	6	10.3	0	0

ELL Education Trends: Over a three-year period from 2007-2009, the percentage of ELL students scoring at Level 1 on the ELA assessment decreased from 24.1% to 2% (-23.0%). The percentage of Level 2 students increased from 65.5% to 83% (+17.5). The percentage of Level 3 students increased from 10.3% to 15%. There were no students achieving Level 4. An analysis of the three-year trend for ELL students indicates a significant improvement in students that moved from Level 1 to Level 2 and some movement to Level 3. Overall there was a positive trend in ELL performance as the percentage of students performing at Level 1 has been reduced. Since over 83% of ELL students remain at Level 2 effective differentiated instructional initiatives must continue to be identified in order to ensure student progress to state proficiency at Levels 3 and 4.

**TWO-YEAR TREND ANALYSIS OF PERFORMANCE TRENDS IN SCIENCE OF STUDENTS WITH DISABILITIES:** Over a two-year period from 2007-2009 the percentage of students scoring at Levels 2 to 4 for Science was 50%. This indicates a significant number of SWD students not achieving proficiency in Science. Although there was a 10% decrease in students achieving Level 1, there are a substantial number of SWD students who need to improve their Science skills.

In 2008, there was a 6% increase in the number of SWD students achieving Level 2 and a 2% increase in the percentage of students achieving Level 4. However, since over 40% of SWD students remain at Level 1, effective differentiated instructional practices will be implemented to ensure students progress to state proficiency.

**PARENTAL INVOLVEMENT:** While there is substantial participation in certain events, such as Parent-Teacher conferences and Museum Nights, there is still room for improvement in involvement of parents on a consistent, ongoing basis. Parent involvement is gauged by attendance at PTA meetings, school functions (concerts, plays, performances, curriculum night, open house, science and social studies fairs), Parent-Teacher conferences, number of contacts with guidance counselors, parent coordinator, and other staff members.

**ACADEMIC EXPECTATIONS, ENGAGEMENT AND COMMUNICATION:** As measured by the 2008-2009 School Progress Report data our academic expectations, engagement and communication did not rise to the level of our student performance and student progress. We need to intensify and expand our efforts to keep students and parents informed of academic performance expectations, programming and participation criteria, necessary changes in school day schedule (1/2 day) and ongoing student progress.

**GREATEST ACCOMPLISHMENTS:** As indicated in the 2008-2009 Quality Review, JHS 190's greatest accomplishments are that the teachers work well in teams to plan curriculum and instruction. We provide high quality instruction and high expectations that lead to excellent educational progress

for many students. There are good procedures in place that create a calm, caring and respectful culture throughout the school.

As a result, the school has made great progress in addressing issues identified for improvement in the previous Quality Review. Administrators, Coaches, Inquiry Team, and Teachers have worked collaboratively in order to analyze the various data sources to continue to raise student performance. As the staff continues to develop a deeper understanding of data, they are better able to identify students' strengths and weaknesses, and through differentiated instruction address individual students' educational needs.

The Inquiry Team has made significant progress addressing the needs of the targeted students. Based on available results on the 2008 ELA standardized test, the team has identified 30 students that need to make at least one and a half years progress.

#### AIDS TO CONTINUOUS IMPROVEMENT

A significant aid to our continuous school improvement can be attributed to the Inquiry Team process, which developed and sustained a community of inquiry. Our school community accepted the responsibility to teach, learn, establish, maintain and assess high standards on a regular basis. As a result of the Inquiry Team process, we learned that focused intervention strategies, along with adolescent development approaches and differentiated instruction can help students achieve. Classroom teachers became more involved in sharing strategies and best practices in all subject

areas. Teachers analyzed, revised and reflected on student data, as well as the impact of instructional programs on student learning. Throughout the school, teachers made instructional decisions based on the information compiled from student data, and planned activities to address the needs of their student population.

- A target population of grade 7 and 8 students was established and the sub-skills of vocabulary and comprehension were identified. Through teacher modeling, use of a common vocabulary across the curriculum, and differentiated instruction, students became better at decoding text.
- Teachers worked collaboratively to achieve the goals set at the beginning of the year.
- Teachers worked with their roles and responsibilities as they began to increase their sense of ownership and accountability.
- A key learning of the Inquiry process was the ability to write a flexible action plan that addressed the needs of an individual student by identifying specific instructional strategies that could positively impact the child's achievement.

Formal and informal teacher conferences with both parent and student were increased so that the student's strengths and weaknesses could be discussed regularly, and together, short and long term student goals were written.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Our ELL population will demonstrate progress on the NYS ELA exam.	<input type="checkbox"/> Teachers will use their informal assessments in conjunction with the previous standardized tests to measure progress. <b>Teacher teams will meet in interdisciplinary groups to set goals and</b>
<input type="checkbox"/> Our student population will demonstrate progress towards improving content specific vocabulary skills.	<input type="checkbox"/> Professional development will be provided to support instructional strategies. <b>Teachers will examine the challenges that students face on exams and prepare instruction and activities that lessen those challenges.</b> <b>Students will be grouped according to needs.</b> <b>Students will receive extra help in class, during lunchtime, during the 37.5 minute program.</b>
<input type="checkbox"/> To increase the number of students at or above proficiency on the NYS Mathematics test.	<input type="checkbox"/> Professional development will be provided to support instructional strategies. <b>Teachers will examine the challenges that students face on exams and prepare instruction and activities that lessen those challenges.</b> <b>Students will be grouped according to needs.</b> <b>Students will receive extra help in class, during lunchtime, during the 37.5 minute program.</b>
<input type="checkbox"/> To increase the return rate of parent survey results.	<input type="checkbox"/> Provide presentation(s) about the survey to the parents at PTA meetings. <b>Select the way in which we disseminate information about the process (hard copy or online options).</b> <b>Computer room will be available for parents to complete surveys online.</b> <b>Weekly voice mails will remind parents about completing the survey.</b> <b>Establishment of a PTA Newsletter to include information on the</b> <b>the survey.</b>

	<p><b>Monthly calendar and newsletter disseminated by the Principal and Parent Coordinator highlighting. Request that the PTA include information about the survey and its' importance on the website. Committee will set up visitations of "A" schools with high parent survey returns.</b></p>
<p><input type="checkbox"/> <b>To help our students with disabilities achieve an increased score on their NYS ELA test.</b></p>	<p><input type="checkbox"/> ICT meet on a regular basis to plan instruction and establish the teaching model.  <b>External professional development around methodologies involving lesson planning and content areas.</b>  Lunch 'n' Learn sessions.</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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

(where relevant) :

\_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Our ELL population will demonstrate progress on the NYS ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Administrators will oversee and lead discussions around self -evaluation tools: implementation and revisions, value added. Professional development on the use of ARIS and ACUITY. Administrators will oversee and monitor the "Teacher Learning Communities". Intervisitations to discuss other colleagues ' formats on data collection and percent allocation to produce a uniform grading policy.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>Title I ARRA monies will be used to maintain or expand use of education data and data systems</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Our student population will demonstrate progress towards improving content specific vocabulary skills.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administrators will oversee and coordinate opportunities (department meetings) for teachers to meet and collaborate. A portion of the 2010-2011 Faculty Meetings will be devoted to collaborative meetings for teachers. Programming for the 2010-2011 school year will provide common periods for all core subjects</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Tax Levy monies which support stabilization to maintain or improve teacher quality effectiveness. In addition, Title I ARRA monies for teachers who are funded will provide professional development for staff.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To increase the number of students at or above proficiency on the NYS Mathematics test.</p>
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<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Administrators will establish along with teachers, a library of assessments to be used uniformly across grades within a content area. Administrators will define "benchmarks" which will assess students at various levels across content areas.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	The Core Teacher Learning Community will be able to provide professional development before, during and after school to assist teachers when looking at data. Administrators with tax levy support for stabilization will provide professional development in helping teachers establish "benchmarks".
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

**Subject Area**  
(where relevant) :

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To increase the return rate of parent survey results.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Administrators will host "lunch and learn" sessions for teachers during department meetings, faculty meetings, and common prep sessions. The Core Teacher Learning Community will continue to offer strategies to support differentiated strategies. Children First Network specialists will support opportunities to share research and visit other schools to gather ideas about differentiation

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	CFN funding
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> <b>To help our students with disabilities achieve an increased score on their NYS ELA test.</b>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All administrators will collaborate to drive and support interdisciplinary cross training in subject, department and grade material. Teachers will discuss in department, faculty, and common prep meetings their findings of a particular student(s) or and entire class progress/ proficiency, interim assessments, teacher assessments (class participation, quizzes, tests, homework, projects, etc.). Therefore, teachers will continue to work in teams to plan curriculum and instruction which allows them to share ideas. Teachers will examine the challenges that students face on exams so to prepare instruction and activities that will lessen the challenges. Teachers will group students according to needs in various genres.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p>Title III monies will be used to support the ELL students; fair student funding for general and special ed students and CFN monies</p>

<i>action plan.</i>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> AIS in ELA consists of the use of materials (Prentice Hall Skill Builder, Reading Advantage, etc.) which focus on improving students' reading ability by targeting specific reading skills. This is prefaced by an assessment (DRA/QRT) and presented in the form of small group and/or one-on-one (according to need), after school for 37.5 minutes, Monday through Thursday.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> AIS in Math consists of using small group/one-on-one instruction to assist students performing at below state levels in the areas of mathematical reasoning, operations, measurement, functions, numeration and problem solving. The text used is either Measuring Up Level G and/or Impact Math Course 2 or 3.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Science consists of strategies for reading comprehension, test taking and completing a long term investigation exit project. In addition, students receive instruction using laboratory equipment. Non-mandated students receive additional support.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Social Studies consists of strategies for reading comprehension. In addition, students receive instruction in analyzing primary sources/DBQs. Non-mandated students receive additional support.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> Guidance Counselors provide counseling on a one- to- one basis, or small groups. Counseling is provided during the school day, and/or during the extended day of 37 1/2 minutes. There are also individual sessions with the Guidance Counselors as a method of screening and thus ascertaining whether these students have social/emotional issues. Once identified, these students will be placed in group counseling which would focus on coping mechanisms and other life skills that will foster their success and engagement in the academic process. Outside agencies offer support in the classroom. Home contacts, peer mediation and conflict resolution are offered through C4 funding.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> Individual students experiencing crisis situations involving social/emotional issues are addressed through the school psychologist. Educational progress or difficulties stemming from external or internal crises will also be addressed.</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Working individually with parents and students during the day to enable them to explore behavioral options to school adjustment problems as well as to explore their issues and concerns that impact performance.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> N/A

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**6,7,8**

**Number of Students to be Served:**

**LEP 68**

**Non-LEP N/A**

**Number of Teachers 2**

**Other Staff (Specify) N/A**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

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

In our ELL population we have ten (10) long term ELL's, two (2) of which are students with IEPs that have ESL with monolingual services. We have nine (9) ELLs with 4-6 years and forty-seven (47) students with 1-3 years. Of these students twelve (12) are SIFE and one (1) student with an IEP. Three (3) ESL ninth graders are mainstreamed. Literacy instruction is provided to the advanced level of ELL students of all grade level. Instructional units are designed to meet performance standards for each grade level while attending to the needs of the students. These units provide differentiated instruction to groups of students by levels of language fluency and academic proficiency in the content area.

This year we will have several parent workshops designed to inform parents of the ELL student programs in the school and provide suggestions and activities to include parents in the academics of their children at school and at home. Our Parent Coordinator, ELL teachers and the Principal will provide assistance and inform all parents of the Chancellor's initiatives.

Professional Development 2010-2011 activities- This year we will conduct a needs assessment through the use of data. This will enable the school to implement effective strategies to address the number of students who are lacking the basic skills in both reading and mathematics and provide intensive professional development for teachers in the content areas to meet the needs of special populations, small group strategies, differentiated instruction, classroom management, and the use of hands on base activities. The teachers will receive professional development that will provide our ELL's with instructional strategies and rigorous alignment to the standards.

#### **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.

ESL teachers have been trained in QTEL strategies and continue to implement these strategies in their classes  
Training on the components of a comprehensive balanced literacy program  
nterdisciplinary instruction, and academic language development.

#### **Section III. Title III Budget**

-

**School: Russell Sage JHS 190Q**  
**BEDS Code: 342800010190**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,803.00	<input type="checkbox"/> 2 certified teachers will provide instruction to ELL's two times a week afterschool for 21 weeks starting in Nov. 2010 ending April 2011 on Tues. and Thurs. from 3:10 pm to 4:40 pm. 2 tchrs. x 2 days x 1.5 hr. x 21 wks. x \$49.89/hr. = <b><u>\$6,286.</u></b>  2 certified teachers will provide instruction to ELL's two times a week before school for 15 weeks starting in Dec. 2010 ending April 2011 on Mons. and Weds. From 7:20 am to 8:05 am. 2 tchrs. x 2 days x 45 mins. x 15 wks. x \$49.89/hr. = <b><u>\$2,195.</u></b>  1 supervisor will be paid 40 mins. per-session each day to monitor after school program. 1 Supv. x 2 days x 40 min. x 21 wks. x \$52.21/hr. = <b><u>\$1,410.</u></b>  PARENT INVOLVEMENT 2 ESL teachers will conduct 3 two hour workshops for parent's. On going workshop designed to inform parents of ELL's of programs in the school and provide suggestions and activities to include parents in the academics of their children and support them at home. 2 tchrs. x 3 session x 2 hrs. x \$49.89/hr. = <b><u>\$599.</u></b>  1 Supv. Conducting jointly 3 two hour workshops for parent's with ESL teachers. 1 Supv. x 3 sessions x 2 hrs. x \$52.21/hr. = <b><u>\$313.</u></b> <b>(ALL SALARIES INCLUDE FRINGE BENEFITS)</b>

<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,197	<input type="checkbox"/> * <b>Supplies</b> * <b>Materials, Supplies and Refreshments for Parent Workshops</b>
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **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.

This is done via the Home Language Survey

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.

Based on the responses of the survey we are able to assess what languages are needed and provide translators in a timely manner

### **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.

The Parent Coordinator will provide a language link to all Dept of Ed correspondence which goes to the home.

The invitations or flyers to parents provide space to request translation services

When available school personnel and parents will provide services when parents attend meeting with the teachers, guidance counselors, APs and or deans.

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

An outside contractor, in house staff member, or parent volunteer will provide oral interpretation services when needed.

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>.

Parents are asked about translation services and if ample time is given to procure an outside service we will provide one. Otherwise, we will utilize staff or parent volunteers.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	350,117	350,117	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,502		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0% - SWP	*	
4. Enter the anticipated 10% set-aside for Professional Development:	10% SWP	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

NA

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

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

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

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

### School-Level Title I Parent Involvement Policy (School/Parent Compact)

This policy and compact has been jointly developed and agreed upon by the Russell Sage Junior High School 190Q and parents of students served in the school pursuant to Title I (hereafter referred to as "parents").

#### Policy

The administration, staff and parents of this school believe that the improved academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, community members, school administration, staff, students, and parents (as defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education).

Parent involvement activities in the school will include opportunities for:

## **Responsibilities of school**

### **The school will:**

Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards.

Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, plans and policies.

School Parent Involvement Policy, the administration will:

Facilitate and implement the Title I Parent Involvement policy.

Involve parents in the planning, review and improvement of the School Parent Involvement Policy at least annually.

Provide notice to parents of the School Parent Involvement Policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.

Make the School Parent Involvement Policy available to the community.

With regard to parent meetings, the administration will:

Convene annual meetings to inform parents of their school's participation in Title I, the requirements of Title I and the right of parents to be involved.

Inform parents of all meetings and encourage and invite parents to attend. Meetings shall be offered at various convenient dates and times too facilitate attendance by parents.

With regard to Title I Programs and Plans, the administration will:

Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.

Involve parents in the planning, review and improvement of any Title I programs at the school.

If the Title I plan is not satisfactory to the parents, submit any parent comments on the plan when it is submitted to the district.

If requested by parents, provide opportunities for regular meetings of parents and the school where parents may offer suggestions and ask questions regarding Title I policies and programs.

Administrators will provide timely responses to parents' suggestions and questions.

Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

With regard to professional development, the administration will:

With the assistance of parents, educate teachers, pupil services personnel, principals and other staff in:  
the value and utility of contributions of parents  
how to reach out to, communicate with, and work with parents as equal partners  
implementing and coordinating parent programs  
building ties between parents and the school

With regard to the coordination with other programs, the administration will:

To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their student.

Shared responsibilities of administration and staff

Administration and staff will:

Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement.

Ensure that all information related to school and parent programs, meetings and other activities is sent to parents.

Provide such other reasonable support for parental involvement activities as parents may request.

Responsibilities of staff

The staff will:

Assist the administration in facilitating and implementing the Title I Parent Involvement policy and parent involvement activities.

Advise parents of their student's progress on a regular basis.

Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education. For elementary schools], **at least one parent/teacher conference shall be held each year during which the School-Level Title I Parent Involvement Policy (School/Parent Compact) will be discussed as it relates to the student's achievement.**

Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.

Responsibilities of parents

Parents will:

Support their student's learning at home by:

monitoring attendance

monitoring completion of homework

monitoring television watching

encouraging positive use of extracurricular time

Volunteer in the classroom.

Participate, as appropriate, in decisions related to their student's education.

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV

2. Schoolwide reform strategies that:

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

Goal Number 1:

By June 2011, our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade student population who are currently at Level 3 will demonstrate progress toward exceeding state standards as evidenced by an increase in student gains on the NYS ELA Assessment.

Objective: 10% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students will improve in understanding vocabulary, inference and comprehension skills in the content areas as per Acuity, and /or in- house assessments and portfolios.

Goal Number 2:

By June 2011, our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade student population who are currently performing at Level 3 will demonstrate progress toward exceeding state standards as evidenced by an increase in student gains on the NYS Mathematics Assessment.

Objective: 10% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students will improve in understanding vocabulary, inference, and comprehension skills in the content areas, as per Acuity, and/ or in- house assessments and portfolios.

Goal Number 3:

To increase the number of content area teachers participating in Inquiry Teams in the school.

Objective: 50% of our teachers will be involved in Inquiry Team work.

Goal Number 4:

By 2011, parental involvement will increase as a result of a variety of school activities and events.

Objective: There will be a 10% increase in communication in our school community.

Goal Number 5:

By June 2011, teachers will utilize various assessment tools and data to regularly implement differentiated instruction for all learners.

Objective: By June 2011, 100% of the teachers will use data to differentiate instruction on a regular basis.

50% of the teachers will demonstrate differentiated strategies in observed lessons and walk-thrus.

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.

95%

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

N/A

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

In order to increase parental involvement, we are planning Family Literacy workshops. We are planning a parent/teacher book club at which we will provide bilingual dictionaries. We will have translators available at PTA meetings as well as translating all documents sent home. To that end we have established a partnership with the local Barnes and Noble bookstore. We also have a partnership with the The Queens Museum of Art and a local feeder school, PS 144 in which parents are invited to participate in events. In addition, we are planning a Multicultural Night, a Museum Night, a Science Fair as well as a public display of Social Studies exit projects. F.L.O.W.E.R.S. night will be a culminating activity for parents, students and the community that showcases work completed in all the subject areas. Further, we are planning to award our Student of the Month Honors at monthly PTA meetings. We will continue our tradition of hosting an honors breakfast for the hundreds of students with high achievement and their parents. If funding permits, we will establish a Saturday ELL Academy for parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Providing meetings and workshops for teachers so that they are able to understand the assessments and achievement of individual students.

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.



Professional development will be provided to support instructional strategies

Math teachers will examine the challenges that students face for the state exam and prepare lessons and activities that help clarify those challenges.

Students will be grouped according to the skills that are needed: comprehension, interpretation and translation of charts and graphs or other areas which have been identified as challenging

Students will receive extra help in class, during lunch time, during the 37.5 and after school

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.



There are students on the School Nutrition Team.

The Student Council meets regularly with the Nutritionist to discuss the menus.

The local police precinct has provided assembly programs around internet safety and Gang Awareness.

Money has been allocated to schools to ensure that children who live in shelters can get the basic necessities for school, such as supplies.

We host the All City Band on weekends.

Forest Hills Community House provides Homework Help and Recreational Activities and Special Community Projects through our Beacon Program.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program
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					activity has been described in this plan.	
					Check(x)	Page#(s)
	Yes	No	N/A			

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
There are 7 Students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.  
 Provide notebooks, pens, paper, pencils and other instructional materials to help these students succeed. Guidance support is also crucial to their success and assimilation.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
NA

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

NA

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

NA



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_28Q190\_020411-155249.doc

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster	District <b>28</b>	School Number <b>190</b>	School Name <b>Russell Sage JHS 190</b>
Principal <b>Ms. Marilyn Grant</b>	Assistant Principal <b>Ms. Elizabeth Lawrence</b>		
Coach <b>NA</b>	Coach <b>NA</b>		
Teacher/Subject Area <b>Carol K Tong/ESL</b>	Guidance Counselor <b>Lewis Liebman &amp; Laura Isaia</b>		
Teacher/Subject Area <b>Jean H Kim/ESL</b>	Parent		
Teacher/Subject Area <b>Steve Marcus/Resource Room</b>	Parent Coordinator <b>Ms. Judy Hurwitz</b>		
Related Service Provider <b>Andrea Rothbort/Speech</b>	Other <b>Joy Loew/Speech</b>		
Network Leader <b>John O'Mahoney</b>	Other		

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>833</b>	Total Number of ELLs	<b>97</b>	ELLs as Share of Total Student Population (%)	<b>11.64%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

All guardians of students new to the New York City Department of Education are asked to complete the Home Language Identification Survey (HLIS) upon registration. The school secretary conducts the informal oral interview and guides the guardians through the initial step of completing the HLIS. If there are any questions regarding the initial steps, English Language Learner (ELL) pedagogues, Ms. Jean Kim and Ms. Carol Tong are consulted in the initial screening and HLIS administration. Otherwise all completed HLIS are forwarded to Ms. Jean Kim for verification and the appropriate follow-up steps are determined. If necessary, one of the ELL pedagogues conducts a more in depth screening which includes but is not limited to the oral interview in English and facilitates the oral interview in the students' native language to determine LAB-R eligibility. The Spanish LAB-R is administered by Ms. Lina Asca, Spanish Teacher to eligible students as determined by the steps described above. Otherwise, ELL pedagogues administer the LAB-R to students' whose HLIS indicates any language other than English. The identific procedure is completed within ten school days.

In the beginning of the year, all guardians of English Language Learners are invited to an orientation meeting to inform the parents of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) available in New York City. At this meeting, entitlement letters are distributed and guardians are asked to complete the Parent Survey and Program Selection form. In effort to encourage guardian participation, translation needs are surveyed and provided at the meeting to facilitate understanding and completion of all required forms. If the guardians are unable to attend, an alternative date and time is arranged to accommodate their schedule. The orientation meeting is repeated throughout the academic year dependent on the time and number of newly enrolled students.

The Parent Survey and Program Selection forms for the past few years show some interest in both Chinese Bilingual and Spanish Bilingual programs. English Language Learners (ELL) pedagogues review these forms and note the trend in program choices. However, the number of interested parents still falls below the city minimum to implement additional program models. Therefore, Russell Sage currently only offers Freestanding ESL for entitled students. In effort to build alignment between parent choice and program offerings, guardians who are interested in other instructional models are informed of other schools who offer these services. English Language Learners are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). The initial step is to determine student's eligibility by running and reviewing the RLER-LAT report. Secondly, the number of eligible students is aggregated by grade and program model (e.g. Self-Contained ESL and Pull-Out ESL). Lastly, a testing schedule is created detailing the date and time of each modality (e.g. Listening, Speaking, Reading and Writing) test within the appropriate testing window. The NYSESLAT results are annually reviewed to evaluate students' strengths and weaknesses, determine the most advantageous ESL program model for each student and map a curriculum targeting student needs.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K  1  2  3  4  5

Check all that apply

6  7  8  9  10  11  12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							5	39	35					79
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	5	39	35	0	0	0	0	79

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	9
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	12

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	59	3	1	8	0	4	12	0	3	79
<b>Total</b>	59	3	1	8	0	4	12	0	3	79

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

**C. Home Language Breakdown and ELL Programs**

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:                      White (Non-Hispanic/Latino):                      Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	9	6					17
Chinese								5	12					17
Russian							1	7	7					15
Bengali														0
Urdu									1					1
Arabic							1	6	1					8
Haitian														0
French								1						1
Korean								1	3					4
Punjabi														0
Polish														0
Albanian														0
Other							1	10	5					16
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>39</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>79</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

The organization models vary depending on the students' English proficiency level according to either the NYSESLAT or LAB-R results. They are as follows:

Beginners/Intermediates

Content Areas: Departmentalized – Block Program Model

ESL: 1) Self Contained Block – Heterogeneous (B/I) Program Model

- 2) Self Contained Ungraded – Heterogeneous (B/I) Program Model
- 3) Self Contained Ungraded – Homogenous (B) Program Model

Advanced – Mainstreamed

Content Areas: Departmentalized – Block Program Model

- ESL: 1) Pull-Out – Ungraded – Heterogeneous (I/A) Program Model
- 2) Pull-Out – Ungraded – Homogenous (A) Program Model

Special Education – CTT & 12:1:1

Content Areas: Departmentalized – Block Program Model

- ESL: 1) Pull-Out – Ungraded – Heterogeneous (I/A) Program Model

In general, content areas follow a departmentalized model (e.g. Mathematics, English Language Arts, Science, Social Studies, and Foreign Language) while ESL follows either a self-contained or pull-out model. Beginner and intermediate ELLs follow a block program, receiving scaffolded content instructions in English from content area licensed pedagogues. Likewise, advanced ELLs are mainstreamed and receive the same content instructions as their peers. Beginner and intermediate ELLs are serviced following both self contained block and ungraded program models whereas advance students are serviced following a pull-out ungraded program model. Special education ELLs follow a block program, either receiving content instructions in collaborative team teaching or 12:1:1 classroom setting. Special Education ELLs are serviced following a pull-out ungraded program model. All ELLs with the exception of self-contained beginner and intermediate students receive a minimum of eight (8) periods of English Language Arts (ELA) instructions, totaling 336 minutes a week. Self-contained beginner and intermediate students receive additional units of ESL instructions of place of ELA.

The mandated number of instructional minutes for ESL and ELA are provided according to proficiency levels. They are as follows:

Beginners/Intermediates

- ESL: 1) Self Contained Block – Heterogeneous (B/I) Program

7th Grade: 9 periods x 42 minute period = 378 minutes per week

8th Grade: 4 periods x 42 minute period = 168 minutes per week

- 2) Self Contained Ungraded – Heterogeneous (B/I) Program Model

5 periods x 42 minute period = 210 minutes per week

- 3) Self Contained Ungraded – Homogenous (B) Program Model

5 periods x 42 minute period = 210 minutes per week

Self-contained beginners and intermediate ELLs receive ESL instruction in three different models. For ESL the self-contained students receive 5 periods of instruction in both an ungraded heterogeneous and ungraded homogenous program model while receiving content area support according to grade level due to the different content area curriculums. Self-contained beginner and intermediate 7th grade students receive a total of 19 periods of ESL instruction, totaling 798 minutes per week. Whereas self-contained beginner and intermediate 8th grade students receive a total of 14 periods of ESL instruction, totaling 598 minutes per week.

Advanced – Mainstreamed & Intermediate/Advanced - Special Education

ELA: Departmentalized – Block Program Model

Minimum of 8 periods x 42 minute period = 336 minutes per week

- ESL: 1) Pull-Out – Ungraded – Homogenous (A) Program Model

5 periods x 42 minute period = 210 minutes per week

- 2) Pull-Out – Ungraded – Heterogeneous (I/A) Mainstreamed + SpEd

4 periods x 42 minute period = 210 minutes per

3 periods x 42 minute period = 126 minutes per week

Advanced students are mainstreamed and receive a minimum of 8 periods of English Language Arts (ELA) instructions, totaling a minimum of 336 minutes per week. These students follow an ungraded homogenous pull-out model and are serviced 5 periods a week, totaling 210 minutes per week. Similarly, intermediate and advanced Special Education ELLs receive a minimum of 8 periods of ELA instructions in either a collaborative team teaching or a 12:1:1 classroom environment, totaling a minimum of 336 minutes per week. Intermediate and advanced Special Education ELLs receive either 3 periods or 4 periods of intervention services with an ELL pedagogue in preparation for the ELA assessment. Reading and writing strategies are modeled and implemented to provide ELLs with the necessary language scaffold to close the academic gaps while providing ELLs support to meet grade performance standards in the content areas.

All English Language Learners from grades six to eight are grouped by language fluency and academic proficiency in the content areas. Differentiated instruction is delivered in both language and content areas according to the needs for each ELL subgroups.

SIFE students are afforded the same learning opportunities as other students. However, due to gaps in their education they are given additional guidance individually and in small groups. Furthermore their native language is incorporated whenever possible as a bridge to facilitate conceptual understanding in the content areas and to support progress in English acquisition.

The varying needs of beginner and intermediate newcomers and ELLs who are required to take the ELA state assessment are addressed in the differentiated instruction. Beginners and intermediates receive instruction in vocabulary development across the academic content areas, participating in total physical response activities to assist and move students along the stages of language acquisition. For instructional purposes, beginners are partnered according to their native languages to support the use of the primary language in learning English. It creates an educationally sound and safe environment for students to reinforce and build on social interaction skills.

The intermediate and advanced English Language Learners are heterogeneously grouped to facilitate cross-cultural knowledge and understanding and to develop all four modalities of the English language. Similarly, the language skills of intermediate and advanced English Language Learners are also utilized in pointing out overlapping cognates and false cognates in clarifying vocabulary meaning. Test taking strategies are integrated with TESOL reading and writing strategies to deliver systematic, interactive, high-challenge, high-support instructions for all students due to the NCLB testing requirements for ELLs. The instructional plan is for these ELLs to develop their academic vocabulary along with their academic writing, drawing heavily on concepts from the content areas.

ELLs receiving four (4) to six (6) years of service and long-term ELLs share the same instructional plan due to their common difficulties with reading and writing as opposed to listening and speaking. Therefore, students will continue to receive additional support in both reading and writing modalities from special education and TESOL pedagogues. Special education students have been and will be receiving instruction according to their IEPs while mainstreamed advanced students will continue to receive five (5) periods of ESL pull-out services in addition to English Language Arts. Long-term and those who risk falling into this category also share decreased level of motivation. Therefore, current events, project based learning and technology tools are used to motivate these students and continue to accelerate development of ELL read and writing in the content areas.

In effort to help students meet grade performance standards in reading and writing, pedagogues will continue to develop their academic vocabulary and academic writing through interdisciplinary project based learning. Project based learning will continue to motivate and engage students with real-life learning opportunities and introduce students to expository essay writing. Pedagogues will guide students to analyze and interpret non-fictional excerpts for meaning and comprehension. To extend the learning experience, students will be provided with writing prompts and constructive feedback as stepping stones to develop their own expository essays. Pedagogues will draw upon current events to raise students' global awareness and build upon their prior knowledge which will prepare them for the wide-scope of the NYSESLAT and ELA. Furthermore, instruction will incorporate appropriate TESOL reading and writing strategies to enhance comprehension skills.

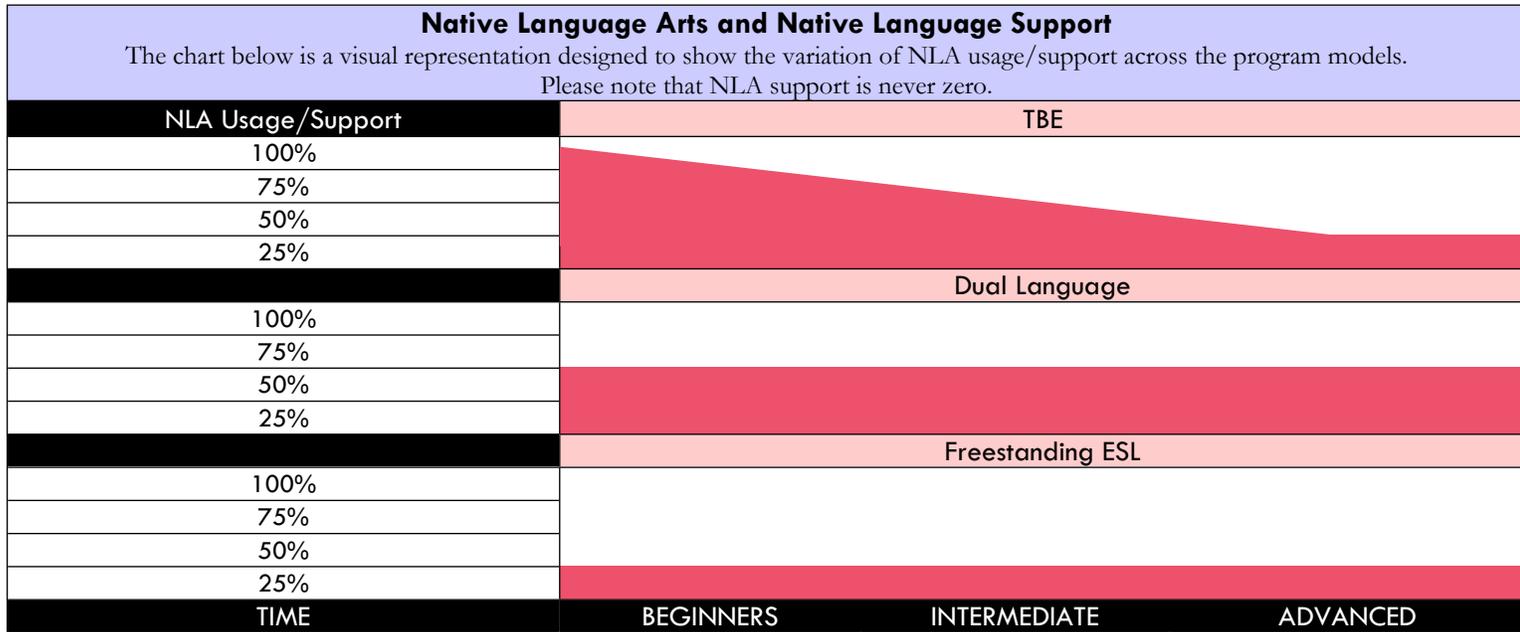
Technology will be integrated throughout the interdisciplinary project based learning and instruction. Students will utilize tools such as Web 2.0 to create educational web pages in a secured environment to allow students to showcase their published work and build their sense of achievement. In implementing additional technology programs such as PhotoStory and MovieMaker, students will have ample opportunities to maintain and further develop their listening and speaking skills in creating a multimedia end product such as slide show, video clips and short movies. In creating these multimedia projects, students will further develop their reading and writing skills by researching, editing and writing dialogues, interviews, and narratives.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

All English Language Learners are encouraged to further develop their primary language skills as they strive to acquire the English language. Reading, writing, speaking and listening in the native language is promoted in the classroom to serve as an accessible entry point for English Language Learners, particularly in learning concepts across academic areas. In content instruction, English is the dominant language of instruction supported by students' native language during group work to clarify meaning and understanding. Content instruction emphasizes academic vocabulary development in effort to make content comprehensible while supporting language development.

Students' prior knowledge is recognized, specifically their native language and when possible, translated texts are offered in assisting the cross-linguistic transference between the native language and English. In effort to draw upon the native language, bilingual glossaries based on content readings and vocabulary is created and implemented throughout the year. Instructional design and delivery takes students' native language into account as it is an invaluable resource.

Intervention for ELLs in math and ELA will be offered during the Title III Supplementary Instruction program, conducted twice a week for a total of three (3) hours every week. Attendance for ELLs who scored lower than a level 3 on either the NYS Math or ELA assessment will be highly recommended. Students will be grouped according to their needs so that pedagogues could provide effective intervention instructions.

ELLs who have reached proficiency on the NYSESLAT will be provided continued transitional support through testing accommodations such as extended time, translated test materials and native language glossary when available. Teachers will be aware of the status of previous ELL students in their classroom and will provide additional language support through the content areas.

ELLs are granted equal access to all school programs and instructional materials including technology. Since the majority of our ELL population are advanced students they are all placed in mainstreamed classrooms and experience the same quality of instructions and materials as students whose native language is English. Current ELLs are provided the same learning opportunities as their advanced and native English speaking counterparts, with licensed content teachers and the appropriate units of content and language instructions. Similar to mainstreamed students, many current ELLs and previous ELLs take advantage of after school programs offered through school, such as math club and Beacon program. Advanced ELLs are also provided the opportunity to take Spanish or French as a language elective equivalent to their peers. All ELLs participate in after school events and programs offered through Urban Advantage parallel to the mainstreamed students.

### **C. Schools with Dual Language Programs**

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

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Beginner(B)	Professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)														23
Intermediate(I)	You provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school. Minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.														14
Advanced (A)	Administration attend professional developments in how to use and interpret data from tools such as ARIS and such as NYS Math, NYS ELA and the NYSESAT along with Periodic Assessments. ELL personnel will receive														43
Total	How to navigate exam history and assessment reports to perform item analysis as the driving force behind instructional strategies and plans. The training will include practical application of data to assist ELLs' equal participation in literacy, mathematics and other core subject initiatives. The professional development focus on data will enable the school to identify and address														80

### NYSESAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12	
LISTENING/ SPEAKING	B	es to maximize services for the cognitive and academic development for all English Language Learners.													
	I	nel will be offered professional development in analyzing the unique challenges ELs encounter when acquiring academic													
	A	y in the content area. Teachers will gain insights, practical scaffolded, research-based strategies that may be implemented in the to foster acquisition of academic English that can be used across the content domains. Such professional development includes but ed to the PLOTE Conference: Cultivating World Citizens: Teaching of Language and Culture.													
READING/ WRITING	B	ge personnel will continue to take advantage of these professional developments on the use of data and promoting academic													
	I	across content areas to prepare ELs for NYS assessments throughout the 2010-2011 academic year. Teachers of ELLs will													
	A	teach and learn instructional strategies from professional developments provided by qualified specialists.													
	P							2	2						

## E. Parental Involvement

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5		1			1
6	10	11	2		23
7	7	12			19
8					0
NYSAA Bilingual Spe Ed					0

To determine the needs of the parents, surveys are distributed by flyer (with translations), through an on-line survey system (such as

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	1		2						3
6	7		16		8		4		35
7									

## Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1								1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

The data reveals that 53% of the English Language Learners population is advanced students, 29% of ELLs are beginners and the minority at 18% is intermediate students. This data demonstrates the success of our ELL program in delivering effective instruction since 75% of the students are categorized newcomers, receiving 0-3 years of services. In a short period of time the majority of the ELL population is able to make tremendous strides in acquiring the English language as evident by the high percentage of advanced level students. Russell Sage will continue to evaluate the success of our ELL programs based on student progress.

Based on the critical analysis of formal assessment data, beginning and low intermediate students performed relatively low in the listening and speaking modalities where as high intermediate students performed were proficient in listening and speaking but scored low in reading and writing modalities. Instructional decisions and plans are determined based on these findings, starting with the leveled grouping based on

**Additional Information**

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

learning in developing complex sentences and essays. Item analysis revealed that long term ELLs and special education ELLs share the same needs and intervention services as intermediate and advanced students. Therefore similar services will be provided in addition to the other mandated services and accommodations as outlined by the Individual Education Plans.

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 190 Russell Sage					
<b>District:</b>	28	<b>DBN:</b>	28Q190	<b>School</b>		342800010190

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.3/93.2	95.2/	94.9 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.6	94.8	93.3
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	80	80	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	356	367	358		38.3	50.7	50.7
Grade 8	406	367	385				
Grade 9	32	55	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	18	4
Grade 12	0	0	0				
Ungraded	1	1	1	<b>Recent Immigrants - Total Number:</b>			
Total	795	870	824	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					35	22	18

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	28	25	46	Principal Suspensions	122	137	103
# in Collaborative Team Teaching (CTT) Classes	15	26	29	Superintendent Suspensions	15	21	27
Number all others	54	62	61				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	3	0	TBD	Number of Teachers	67	56	57
# in Dual Lang. Programs	3	0	TBD	Number of Administrators and Other Professionals	13	13	9
# receiving ESL services only	50	25	TBD				
# ELLs with IEPs	3	17	TBD				

These students are included in the General and Special Education enrollment information above.

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	2	12	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	70.1	75.0	86.0
				% more than 5 years teaching anywhere	56.7	67.9	73.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	86.0
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	85.8	88.4	93.0
Black or African American	6.9	7.7	7.5				
Hispanic or Latino	24.5	24.9	23.8				
Asian or Native Hawaiian/Other Pacific	31.8	33.7	35.9				
White	36.6	33.6	30.0				
<b>Male</b>	54.6	54.0	52.3				
<b>Female</b>	45.4	46.0	47.7				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v			-	
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-			-	
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	vsh	v				-	
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v				-	
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>			<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	39.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	3	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	11.2	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	21.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>28</b>	School Number <b>190</b>	School Name <b>Russell Sage JHS 190</b>
Principal <b>Ms. Marilyn Grant</b>		Assistant Principal <b>Ms. Elizabeth Lawrence</b>	
Coach <b>NA</b>		Coach <b>NA</b>	
Teacher/Subject Area <b>Carol K Tong/ESL</b>		Guidance Counselor <b>Lewis Liebman &amp; Laura Isaia</b>	
Teacher/Subject Area <b>Jean H Kim/ESL</b>		Parent	
Teacher/Subject Area <b>Steve Marcus/Resource Room</b>		Parent Coordinator <b>Ms. Judy Hurwitz</b>	
Related Service Provider <b>Andrea Rothbort/Speech</b>		Other <b>Joy Loew/Speech</b>	
Network Leader <b>John O'Mahoney</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>833</b>	Total Number of ELLs	<b>97</b>	ELLs as Share of Total Student Population (%)	<b>11.64%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

All guardians of students new to the New York City Department of Education are asked to complete the Home Language Identification Survey (HLIS) upon registration. The school secretary conducts the informal oral interview and guides the guardians through the initial step of completing the HLIS. If there are any questions regarding the initial steps, English Language Learner (ELL) pedagogues, Ms. Jean Kim and Ms. Carol Tong are consulted in the initial screening and HLIS administration. Otherwise all completed HLIS are forwarded to Ms. Jean Kim for verification and the appropriate follow-up steps are determined. If necessary, one of the ELL pedagogues conducts a more in depth screening which includes but is not limited to the oral interview in English and facilitates the oral interview in the students' native language to determine LAB-R eligibility. The Spanish LAB-R is administered by Ms. Lina Asca, Spanish Teacher to eligible students as determined by the steps described above. Otherwise, ELL pedagogues administer the LAB-R to students' whose HLIS indicates any language other than English. The identification procedure is completed within ten school days.

In the beginning of the year, all guardians of English Language Learners are invited to an orientation meeting to inform the parents of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) available in New York City. At this meeting, entitlement letters are distributed and guardians are asked to complete the Parent Survey and Program Selection form. In effort to encourage guardian participation, translation needs are surveyed and provided at the meeting to facilitate understanding and completion of all required forms. If the guardians are unable to attend, an alternative date and time is arranged to accommodate their schedule. The orientation meeting is repeated throughout the academic year dependent on the time and number of newly enrolled students.

The Parent Survey and Program Selection forms for the past few years show some interest in both Chinese Bilingual and Spanish Bilingual programs. English Language Learners (ELL) pedagogues review these forms and note the trend in program choices. However, the number of interested parents still falls below the city minimum to implement additional program models. Therefore, Russell Sage currently only offers Freestanding ESL for entitled students. In effort to build alignment between parent choice and program offerings, guardians who are interested in other instructional models are informed of other schools who offer these services.

English Language Learners are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). The initial step is to determine student's eligibility by running and reviewing the RLER-LAT report. Secondly, the number of eligible students is aggregated by grade and program model (e.g. Self-Contained ESL and Pull-Out ESL). Lastly, a testing schedule is created detailing the date and time of each modality (e.g. Listening, Speaking, Reading and Writing) test within the appropriate testing window. The NYSESLAT results are annually reviewed to evaluate students' strengths and weaknesses, determine the most advantageous ESL program model for each student and map a curriculum targeting student needs.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

### ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							5	39	35					79
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	5	39	35	0	0	0	0	79

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	98	<b>Newcomers (ELLs receiving service 0-3 years)</b>	59	<b>Special Education</b>	9
<b>SIFE</b>	3	<b>ELLs receiving service 4-6 years</b>	8	<b>Long-Term (completed 6 years)</b>	12

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	59	3	1	8	0	4	12	0	3		79
<b>Total</b>	59	3	1	8	0	4	12	0	3		79

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	9	6					17
Chinese								5	12					17
Russian							1	7	7					15
Bengali														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu									1					1
Arabic							1	6	1					8
Haitian														0
French								1						1
Korean								1	3					4
Punjabi														0
Polish														0
Albanian														0
Other							1	10	5					16
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>39</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>79</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

The organization models vary depending on the students' English proficiency level according to either the NYSESLAT or LAB-R results. They are as follows:

#### Beginners/Intermediates

Content Areas: Departmentalized – Block Program Model

ESL: 1) Self Contained Block – Heterogeneous (B/I) Program Model

2) Self Contained Ungraded – Heterogeneous (B/I) Program Model

3) Self Contained Ungraded – Homogenous (B) Program Model

#### Advanced – Mainstreamed

Content Areas: Departmentalized – Block Program Model

ESL: 1) Pull-Out – Ungraded – Heterogeneous (I/A) Program Model

2) Pull-Out – Ungraded – Homogenous (A) Program Model

Special Education – CTT & 12:1:1

Content Areas: Departmentalized – Block Program Model

ESL: 1) Pull-Out – Ungraded – Heterogeneous (I/A) Program Model

In general, content areas follow a departmentalized model (e.g. Mathematics, English Language Arts, Science, Social Studies, and Foreign Language) while ESL follows either a self-contained or pull-out model. Beginner and intermediate ELLs follow a block program, receiving scaffolded content instructions in English from content area licensed pedagogues. Likewise, advanced ELLs are mainstreamed and receive the same content instructions as their peers. Beginner and intermediate ELLs are serviced following both self contained block and ungraded program models whereas advance students are serviced following a pull-out ungraded program model. Special education ELLs follow a block program, either receiving content instructions in collaborative team teaching or 12:1:1 classroom setting. Special Education ELLs are serviced following a pull-out ungraded program model. All ELLs with the exception of self-contained beginner and intermediate students receive a minimum of eight (8) periods of English Language Arts (ELA) instructions, totaling 336 minutes a week. Self-contained beginner and intermediate students receive additional units of ESL instructions of place of ELA.

The mandated number of instructional minutes for ESL and ELA are provided according to proficiency levels. They are as follows:

Beginners/Intermediates

ESL: 1) Self Contained Block – Heterogeneous (B/I) Program

7th Grade: 9 periods x 42 minute period = 378 minutes per week

8th Grade: 4 periods x 42 minute period = 168 minutes per week

2) Self Contained Ungraded – Heterogeneous (B/I) Program Model

5 periods x 42 minute period = 210 minutes per week

3) Self Contained Ungraded – Homogenous (B) Program Model

5 periods x 42 minute period = 210 minutes per week

Self-contained beginners and intermediate ELLs receive ESL instruction in three different models. For ESL the self-contained students receive 5 periods of instruction in both an ungraded heterogeneous and ungraded homogenous program model while receiving content area support according to grade level due to the different content area curriculums. Self-contained beginner and intermediate 7th grade students receive a total of 19 periods of ESL instruction, totaling 798 minutes per week. Whereas self-contained beginner and intermediate 8th grade students receive a total of 14 periods of ESL instruction, totaling 598 minutes per week.

Advanced – Mainstreamed & Intermediate/Advanced - Special Education

ELA: Departmentalized – Block Program Model

Minimum of 8 periods x 42 minute period = 336 minutes per week

ESL: 1) Pull-Out – Ungraded – Homogenous (A) Program Model

5 periods x 42 minute period = 210 minutes per week

2) Pull-Out – Ungraded – Heterogeneous (I/A) Mainstreamed + SpEd

4 periods x 42 minute period = 210 minutes per

3 periods x 42 minute period = 126 minutes per week

Advanced students are mainstreamed and receive a minimum of 8 periods of English Language Arts (ELA) instructions, totaling a minimum of 336 minutes per week. These students follow an ungraded homogenous pull-out model and are serviced 5 periods a week, totaling 210 minutes per week. Similarly, intermediate and advanced Special Education ELLs receive a minimum of 8 periods of ELA instructions in either a collaborative team teaching or a 12:1:1 classroom environment, totaling a minimum of 336 minutes per week. Intermediate and advanced Special Education ELLs receive either 3 periods or 4 periods of intervention services with an ELL pedagogue in preparation for the ELA assessment. Reading and writing strategies are modeled and implemented to provide ELLs with the necessary language scaffold to close the academic gaps while providing ELLs support to meet grade performance standards in the content areas.

All English Language Learners from grades six to eight are grouped by language fluency and academic proficiency in the content areas. Differentiated instruction is delivered in both language and content areas according to the needs for each ELL subgroups.

SIFE students are afforded the same learning opportunities as other students. However, due to gaps in their education they are given additional guidance individually and in small groups. Furthermore their native language is incorporated whenever possible as a bridge to facilitate conceptual understanding in the content areas and to support progress in English acquisition.

The varying needs of beginner and intermediate newcomers and ELLs who are required to take the ELA state assessment are addressed in the differentiated instruction. Beginners and intermediates receive instruction in vocabulary development across the academic content areas, participating in total physical response activities to assist and move students along the stages of language acquisition. For instructional purposes, beginners are partnered according to their native languages to support the use of the primary language in learning English. It creates an educationally sound and safe environment for students to reinforce and build on social interaction skills.

The intermediate and advanced English Language Learners are heterogeneously grouped to facilitate cross-cultural knowledge and understanding and to develop all four modalities of the English language. Similarly, the language skills of intermediate and advanced English Language Learners are also utilized in pointing out overlapping cognates and false cognates in clarifying vocabulary meaning. Test taking strategies are integrated with TESOL reading and writing strategies to deliver systematic, interactive, high-challenge, high-support instructions for all students due to the NCLB testing requirements for ELLs. The instructional plan is for these ELLs to develop their academic vocabulary along with their academic writing, drawing heavily on concepts from the content areas.

ELLs receiving four (4) to six (6) years of service and long-term ELLs share the same instructional plan due to their common difficulties with reading and writing as opposed to listening and speaking. Therefore, students will continue to receive additional support in both reading and writing modalities from special education and TESOL pedagogues. Special education students have been and will be receiving instruction according to their IEPs while mainstreamed advanced students will continue to receive five (5) periods of ESL pull-out services in addition to English Language Arts. Long-term and those who risk falling into this category also share decreased level of motivation. Therefore, current events, project based learning and technology tools are used to motivate these students and continue to accelerate development of ELL read and writing in the content areas.

In effort to help students meet grade performance standards in reading and writing, pedagogues will continue to develop their academic vocabulary and academic writing through interdisciplinary project based learning. Project based learning will continue to motivate and engage students with real-life learning opportunities and introduce students to expository essay writing. Pedagogues will guide students to analyze and interpret non-fictional excerpts for meaning and comprehension. To extend the learning experience, students will be provided with writing prompts and constructive feedback as stepping stones to develop their own expository essays. Pedagogues will draw upon current events to raise students' global awareness and build upon their prior knowledge which will prepare them for the wide-scope of the NYSESLAT and ELA. Furthermore, instruction will incorporate appropriate TESOL reading and writing strategies to enhance comprehension skills.

Technology will be integrated throughout the interdisciplinary project based learning and instruction. Students will utilize tools such as Web 2.0 to create educational web pages in a secured environment to allow students to showcase their published work and build their sense of achievement. In implementing additional technology programs such as PhotoStory and MovieMaker, students will have ample opportunities to maintain and further develop their listening and speaking skills in creating a multimedia end product such as slide show, video clips and short movies. In creating these multimedia projects, students will further develop their reading and writing skills by researching, editing and writing dialogues, interviews, and narratives.

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week



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

All English Language Learners are encouraged to further develop their primary language skills as they strive to acquire the English language. Reading, writing, speaking and listening in the native language is promoted in the classroom to serve as an accessible entry point for English Language Learners, particularly in learning concepts across academic areas. In content instruction, English is the dominant language of instruction supported by students' native language during group work to clarify meaning and understanding. Content instruction emphasizes academic vocabulary development in effort to make content comprehensible while supporting language development.

Students' prior knowledge is recognized, specifically their native language and when possible, translated texts are offered in assisting the cross-linguistic transference between the native language and English. In effort to draw upon the native language, bilingual glossaries based on content readings and vocabulary is created and implemented throughout the year. Instructional design and delivery takes students' native language into account as it is an invaluable resource.

Intervention for ELLs in math and ELA will be offered during the Title III Supplementary Instruction program, conducted twice a week for a total of three (3) hours every week. Attendance for ELLs who scored lower than a level 3 on either the NYS Math or ELA assessment will be highly recommended. Students will be grouped according to their needs so that pedagogues could provide effective intervention instructions.

ELLs who have reached proficiency on the NYSESLAT will be provided continued transitional support through testing accommodations such as extended time, translated test materials and native language glossary when available. Teachers will be aware of the status of previous ELL students in their classroom and will provide additional language support through the content areas.

ELLs are granted equal access to all school programs and instructional materials including technology. Since the majority of our ELL population are advanced students they are all placed in mainstreamed classrooms and experience the same quality of instructions and materials as students whose native language is English. Current ELLs are provided the same learning opportunities as their advanced and native English speaking counterparts, with licensed content teachers and the appropriate units of content and language instructions. Similar to mainstreamed students, many current ELLs and previous ELLs take advantage of after school programs offered through school, such as math club and Beacon program. Advanced ELLs are also provided the opportunity to take Spanish or French as a language elective equivalent to their peers. All ELLs participate in after school events and programs offered through Urban Advantage parallel to the mainstreamed students.

### C. Schools with Dual Language Programs

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

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Beginner(B)	Professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)														23
Intermediate(I)	You provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.														14
Advanced (A)	Administration attend professional developments in how to use and interpret data from tools such as ARIS and such as NYS Math, NYS ELA and the NYSESLAT along with Periodic Assessments. ELL personnel will receive														43
Total	How to navigate exam history and assessment reports to perform analysis as the driving force behind instructional strategies and plans. The training will include practical application of data to assist ELLs' equal participation in literacy, mathematics and other core subject initiatives. The professional development focus on data will enable the school to identify and address														80

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	es to maximize services for the cognitive and academic development for all English Language Learners.												
	I	nel will be offered professional development in analyzing the unique challenges ELs encounter when acquiring academic												
	A	y in the content area. Teachers will gain insights, practical scaffolded, research-based strategies that may be implemented in the												
READING/ WRITING	P	to foster acquisition of academic English that can be used across the content domains. Such professional development includes but												
	B	ed to the PLOTE Conference: Cultivating World Citizens: Teaching of Language and Culture.												
	I	ge personnel will continue to take advantage of these professional developments on the use of data and promoting academic												
	A	across content areas to prepare ELs for NYS assessments throughout the 2010-2011 academic year. Teachers of ELLs will												
	P	teach and learn instructional strategies from professional developments provided by qualified specialists.												

## E Parental Involvement

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5		1			1
6	10	11	2		23
7	7	12			19
8					0
NYSAA Bilingual Spe Ed					0

To determine the needs of the parents, surveys are distributed by flyer (with translations), through an on-line survey system (such as

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	1		2						3
6	7		16		8		4		35

## Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1								1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

The data reveals that 53% of the English Language Learners population is advanced students, 29% of ELLs are beginners and the minority at 18% is intermediate students. This data demonstrates the success of our ELL program in delivering effective instruction since 75% of the students are categorized newcomers, receiving 0-3 years of services. In a short period of time the majority of the ELL population is able to make tremendous strides in acquiring the English language as evident by the high percentage of advanced level students. Russell Sage will continue to evaluate the success of our ELL programs based on student progress.

Based on the critical analysis of formal assessment data, beginning and low intermediate students performed relatively low in the listening and speaking modalities where as high intermediate students performed were proficient in listening and speaking but scored low in reading and writing modalities. Instructional decisions and plans are determined based on these findings, starting with the leveled grouping based on

**Additional Information**

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

learning in developing complex sentences and essays. Item analysis revealed that long term ELLs and special education ELLs share the same

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 28Q190**

***All Title I SWP schools must complete this appendix***

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$350,117	\$350,117
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$3,501	\$3,501
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 86.87%
6. If the percentage of high quality teachers during 2008-2009 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

#### **Section IV**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

#### **Goal Number 1:**

**By June 2011, our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade student population who are currently at Level 3 will demonstrate progress toward exceeding state standards as evidenced by an increase in student gains on the NYS ELA Assessment.**

**Objective: 10% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students will improve in understanding vocabulary, inference and comprehension skills in the content areas as per Acuity, and /or in- house assessments and portfolios.**

#### **Goal Number 2:**

**By June 2011, our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade student population who are currently performing at Level 3 will demonstrate progress toward exceeding state standards as evidenced by an increase in student gains on the NYS Mathematics Assessment.**

**Objective: 10% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students will improve in understanding vocabulary, inference, and comprehension skills in the content areas, as per Acuity, and/ or in- house assessments and portfolios.**

#### **Goal Number 3:**

**To increase the number of content area teachers participating in Inquiry Teams in the school.**

**Objective: 50% of our teachers will be involved in Inquiry Team work.**

#### **Goal Number 4:**

**By 2011, parental involvement will increase as a result of a variety of school activities and events.**

**Objective: There will be a 10% increase in communication in our school community.**

#### **Goal Number 5:**

**By June 2011, teachers will utilize various assessment tools and data to regularly implement differentiated instruction for all learners.**

**Objective: By June 2011, 100% of the teachers will use data to differentiate instruction on a regular basis.  
50% of the teachers will demonstrate differentiated strategies in observed lessons and walk-thrus.**

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - 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.
  - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

**95% of our teachers are highly qualified with appropriate licenses.**

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.

**95%**

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

**N/A**

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

**In order to increase parental involvement, we are planning Family Literacy workshops. We are planning a parent/teacher book club at which we will provide bilingual dictionaries. We will have translators available at PTA meetings as well as translating all documents sent home. To that end we have established a partnership with the local Barnes and Noble bookstore. We also have a partnership with The Queens Museum of Art and a local feeder school, PS 144 in which parents are invited to participate in events. In addition, we are planning a Multicultural Night, a Museum Night, a Science Fair as well as a public display of Social Studies exit projects. F.L.O.W.E.R.S. night will be a culminating activity for parents, students and the community that showcases work completed in all the subject areas. Further, we are planning to award our Student of the Month Honors at monthly PTA meetings. We will continue our tradition of hosting an honors breakfast for the hundreds of students with high achievement and their parents. If funding permits, we will establish a Saturday ELL Academy for parents.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**Providing meetings and workshops for teachers so that they are able to understand the assessments and achievement of individual students.**

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.

**Professional development will be provided to support instructional strategies Math teachers will examine the challenges that students face for the state exam and prepare lessons and activities that help clarify those challenges. Students will be grouped according to the skills that are needed: comprehension, interpretation and translation of charts and graphs or other areas which have been identified as challenging Students will receive extra help in class, during lunch time, during the 37.5 and after school**

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.  
**There are students on the School Nutrition Team. The Student Council meets regularly with the Nutritionist to discuss the menus. The local police precinct has provided assembly programs around internet safety and Gang Awareness. Money has been allocated to schools to ensure that children who live in shelters can get the basic necessities for school, such as supplies. We host the All City Band on weekends. Forest Hills Community House provides Homework Help and Recreational Activities and Special Community Projects through our Beacon Program.**

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to

ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed Amount Contributed	Check (✓) in the left column below to verify that
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1

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<b>to Schoolwide Pool</b> <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>Check (✓) in the left column below to verify that the school has met the intent and purposes<sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA) – less 1%	Federal	X			\$346,616	X	36, 37, 38 & 39
Title II, Part A	Federal			X			
Title III, Part A (LEP)	Federal	X			\$15,000	X	26, 27, 28 & 29
Title IV	Federal			X			
IDEA	Federal		X				
Tax Levy (including FSF Basic, FSF General Hold Harmless, & FSF Legacy Teacher	Local	X			\$3,765,402	X	18, 19, 20

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Supplement							
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