



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : RUSSELL SAGE JUNIOR HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q190

PRINCIPAL: MARILYN GRANT **EMAIL:** MGRANT@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY F FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Marilyn Pryce Grant	*Principal or Designee	
Ann Turcotte	*UFT Chapter Leader or Designee	
Amy Woo	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Mitchel Goodkin	Member/	
Agnes Pepe Wachtel	Member/	
Nina Tribble	Member/	
Karinn Glover	Parent	
Sue Chin-Louie	Parent	
Diane Leibowitz	Parent	
Roni Rabin	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- To initiate collaborate approaches to ELA instruction between ELL and general education curricula. By June 2012 there will be a 10% increase of ELL that will meet the 75 % growth in ELA

Comprehensive needs assessment

- Based on the 2010-2011 progress report, our ELL population succeeded in achieving partial credit (0.5) towards closing the achievement gap, however, our goal is to earn full additional credit (1.0) by scoring in the top 20% of schools citywide.

Instructional strategies/activities

- Administration will provide common planning time for ESL and ELA teachers.
- ESL and ELA teachers will meet in their interdisciplinary teacher teams
- Needs assessment will be conducted to determine the focus and specific areas of concentration
- Administration will track the interim assessment and progress of the ELL population

Strategies to increase parental involvement

- With the support of the title 3 funding, parents will be able to attend workshops so they can assist their children at home including materials and training. Examples: use of technology and classes in English language and culture.
- Parents will have knowledge of the program initiatives which will include common core learning standards via the ESL teachers, the parent coordinator and principal.
- ELL teachers will provide information on the upcoming state exams, testing requirements and guidelines and promotion in doubt.

Strategies for attracting Highly Qualified Teachers (HQT)

- Recommendations by our Human Resources Personnel liaison to interview potential candidates
- Participate in the recruitment process and interview selected pre-screened candidates.
- Through the Mentoring Program we are able to support and sustain newer high performing colleagues.
- Provide a supportive nurturing environment along with high academic standards to help us to maintain quality teachers.

Service and program coordination

- Post and implement after school positions across content areas for instructing target readers
- Incorporate the staff of the Beacon Program in reinforcing good practices.
- PD conferences coordinated by administrative staff
- Work periods will be organized by administration to allow teachers from the different content areas to collaborate.

Budget and resources alignment

- Tax levy fair student funding
- Per-diem prep (mentoring)
- Tax Levy Children First Network Support
- Title III LEP
- Professional instructional Materials
- Teachers per-session pay for after-school programs
- Consumable instructional materials for use during extended day programs.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012 25% of the African American student group who scored a level 1 on the 2010 -2011 state exams will increase to 2, 3 and/or 4.

Comprehensive needs assessment

- By reviewing the NYS report card for 2010-2011, the accountability measure for annual yearly progress (AYP) was not achieved for African American students in ELA.

Instructional strategies/activities

- A comprehensive plan will be developed to address needs of students in the targeted group by looking at the item analysis of the September Pre-Assessment. Data specialists have gathered information from the pre-assessment.
- The inquiry team will share the results of acuity data
- The instructional specialist from our network will assess the teachers and students performance and instruction.
- The CIP will review progress of students and the guidance councilors will follow up with students through meetings to determine effectiveness.
- Initiate a peer-tutoring service
- Expand tutoring by teachers
- Coordinate with Beacon Program personnel regarding homework help and tutorials
- Increase the students' participation in after-school tutoring.
- The guidance department will explore individual circumstances that might contribute to these students' difficulties in achievement.

Strategies to increase parental involvement

- Administration will notify the parents of identified students and provide guidelines for participation.
- Invite parents to breakfasts to discuss academic programs
- Administration will make telephone contact on a regular basis to follow up on students' progress and participation.
- A parent hotline will be set up so that volunteers will make follow up telephone calls to students' homes.
- Principal will send a letter clarifying the repercussions and the results of weak participation in the program.
- Parent and student orientation will take place.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff will use recommendations as a source of candidate applications
- Administrative staff will attend hiring fairs to identify and recruit pre-screened teacher candidates
- Mentors will be assigned to support new and struggling teachers.

Service and program coordination

- Post and implement after school positions across content areas for instructing target readers
- Incorporate the staff of the Beacon Program in reinforcing good practices.
- PD conferences coordinated by administrative staff
- Work periods will be organized by administration to allow teachers from the different content areas to collaborate.

Budget and resources alignment

- Tax levy mandated counseling shared
- Tax levy fair student funding
- ARRA RTTT citywide instructional
- ARRA RTTT data specialist
- Title I STH for non-Title I schools
- Professional instructional Materials
- Teachers' per-session pay for after-school programs
- Consumable instructional materials for use during extended day programs.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, 75% of our teachers will implement informational text across content areas to support the literacy focus of the New York Department of Education.

Comprehensive needs assessment

- As a result of the 2010-2011 state exams, the response to the item analysis in vocabulary, comprehension of non-fiction text, and critical thinking led us to develop strategies for implementing literacy across the content areas.

Instructional strategies/activities

- Faculty conference meetings with two presenters on a topic of literacy in the content areas supplemented with lunch and learn workshops.
- Develop common vocabulary so that students will make connections from subject to subject.
- Writing assignments in all content developed by teachers will support literacy and enforce skills for extensive writing.
- Compiling best teaching practices for all teachers to utilize.

Strategies to increase parental involvement

- Parent/student workshops will be hosted by the PTA in collaboration with the administration to support the school initiative – i.e., literacy training

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff will use recommendations as a source of candidate applications
- Administrative staff will attend hiring fairs to identify and recruit pre-screened teacher candidates
- Mentors will be assigned to support new and struggling teachers.

Service and program coordination

- Post and implement after school positions across content areas for instructing target readers
- Incorporate the staff of the Beacon Program in reinforcing good practices.
- PD conferences coordinated by administrative staff
- Work periods will be organized by administration to allow teachers from the different content areas to collaborate.

Budget and resources alignment

- ARRA RTTT citywide instructional
- ARRA RTTT data specialist
- Tax levy fair student funding

- Tax Levy Children First Network Support

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- During the 2011-2012 school year, teachers and students will develop learning goals to target academic progress.

Comprehensive needs assessment

- Noticeable trends:

Grade 7- we declined to 52%, Grade 8- we declined to 51%

<u>Year</u>	<u>Overall</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
2011	55	86	52	51
2010	60	65	57	61

Positive Data Trends

- Grade 6 scores went up twenty-one percentage points from 65% in 2010

Negative Data Trends

- The overall scores dropped five percentage points from 60% in 2010
- Grade 7 scores dropped five percentage points from 57% in 2010
- Grade 8 scores dropped ten percentage points from 61% in 2010
- The Grade 7 Cohort scores (who were Grade 6 in 2010) dropped thirteen percentage points from 65% in 2010
- The Grade 8 Cohort scores (who were Grade 7 in 2010) dropped six percentage points from 57% in 2010

Instructional strategies/activities

- 37.5 minutes for tutorial support
- Schoolwide, grade wide and department level inquiry meetings
- Support from inquiry team
- CFN network specialists
- SETS teachers assist in push in and pull out program.

Strategies to increase parental involvement

- Understanding the expectations of students through PTA meetings, breakfast meetings, and Parent Teacher Conferences

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff will use recommendations as a source of candidate applications
- Administrative staff will attend hiring fairs to identify and recruit pre-screened teacher candidates
- Mentors will be assigned to support new and struggling teachers.

Service and program coordination

- Teachers will utilize and disseminate interim assessments, running records, and other types of data with students.
- Teachers will work with individual and groups of students to develop short and long term learning goals.
- Teachers will monitor student achievement towards goals by using data recording systems, such as Acuity, ARIS, Engrade, and Teacher Assessment Notebooks (TANs), and other processes.
- A portion of teacher learning community (TLC) time will be set aside for teachers to meet by department and interdisciplinary.

Budget and resources alignment

- Tax Levy Fair Student Funding
- Contract for Excellence
- OASAS County Initiative Prevention
- OASAS Substance Abuse

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	75	44			10	0	0	0
7	126	93			17	0	0	0
8	179	112			40	0	9	0
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	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) which are held after school for 37.5 minutes Tuesdays and Thursdays. After school instruction also provided.
Mathematics	AIS in Math consists of using small group and /or one-on-one instruction to assist students performing at below state levels in the areas 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. After school instruction is provided.
Science	After school help and test preparation for the state science test are provided for small groups and/or one-on-one (according to need) which are held after school for 37.5 minutes Tuesdays and Thursdays.
Social Studies	Social Studies consists of strategies for reading comprehension. In addition, students receive instruction in analyzing primary sources/DBQ's. Non-mandated students receive additional support.
At-risk Services provided by the Guidance Counselor	Guidance Counselors provide counseling on a one-to-one basis, or in small groups. Counseling is provided during the school. Day, and/or during the extended day of 37.5 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.
At-risk Services provided by the School Psychologist	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.
At-risk Services provided by the Social Worker	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.

At-risk Health-related Services

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) which are held after school for 37.5 minutes Tuesdays and Thursdays. After school instruction also provided.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

Support home-school relationships and improve communication by:

Provide parents reasonable access to staff by:

Provide general support to parents by:

II. Parent/Guardian Responsibilities:

III. Student Responsibilities:

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

JAN 31, 2012

School DBN: 29Q190

School Name: J.H.S. 190 Russell Sage

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

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

Category: Basic Focused Comprehensive

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

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

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

Based on the 2010-11 NYS Accountability and Overview Report, Russell Sage's Overall Accountability Status for 2011-12 indicates that our school is in Improvement Status Year 1 (Focused) for Elementary/Middle Level ELA because the Students with Disabilities (SWD) and Black/African American subgroups did not make Adequate Yearly Progress (AYP) for two consecutive years. By reviewing the NYC Progress Report, our school's overall grade was a B for 2010-2011. However, the *Closing the Achievement* data for SWDs and Black and Hispanic Males in Lowest Third earned an average of .5 points (with the exception of SETTS that earned 1 point). A deeper item analysis of the 2010-2011 state exams for our at risk population including the performance of SWDs and Black/African Americans indicated that these subgroups are deficient in academic vocabulary, comprehension of non-fiction text, and critical thinking skills.

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

Through data analysis and collaborative inquiry, it was determined that the following interventions will be implemented to support achievement in ELA for all at risk students with a special focus on our targeted subgroups, SWDs and Black/African Americans as indicated below:

- Faculty conference meetings will include regular presentations on a topic of literacy with a focus on strategies to address the needs of our targeted subgroups in the content areas supplemented with lunch and learn workshops.
- Development of common vocabulary so that students will make connections from subject to subject.
- Writing assignments in all content areas developed by teachers will support literacy and enforce skills for extensive writing. Student work will be examined through the lens of a common rubric based on a performance task.
- Best teaching practices will be compiled for all teachers to utilize with strategies to address the needs of all at risk students including SWDs and Black/African Americans.
- A comprehensive plan will be developed to address the unique needs of students in our targeted subgroups by looking at the item analysis of the September Pre-Assessment and periodic assessments throughout the school year.
- Data specialists will gather information from the various assessments and this data will inform the inquiry team work for our subgroups. This will include an analysis of acuity data.
- The instructional specialist from our network will assess students' performance, curriculum and instruction and provide targeted professional development based on the unique needs of our school and subgroups.
- The progress of students in our subgroups in ELA and Math will be carefully monitored throughout the school year and instructional initiatives will be revised to ensure accelerated performance for all at risk students.
- Guidance councilors will follow up at risk students through meetings to determine effectiveness of our initiatives
- Initiate a peer-tutoring service
- Expand tutoring by teachers
- Coordinate with the Beacon Program personnel regarding homework help and tutorials
- Increase the students' participation in after-school tutoring.
- The guidance department will explore individual circumstances that might contribute to these students' difficulties in achievement and will work collaboratively with classroom teachers and parents to develop a success plan.
- Academic Intervention Services, UDL and RTI in ELA will be made available to targeted subgroups. This focused intervention consists of the use of supplementary instructional materials such as Prentice Hall Skill Builder, Reading Advantage, etc. and will 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). Students in targeted subgroups are also recruited to participate in our after school tutorial programs.

- Guidance Counselors provide counseling on a one-to-one basis, or in small groups. Counseling is provided during the school day, and/or during the extended day of 37.5 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 study skills, coping mechanisms and other life skills that will foster the success of targeted subgroups and engagement in the academic process.
- The administration will notify the parents of identified students and provide at home strategies to support next learning steps.
- Parents will be invited to breakfasts to discuss academic programs
- Administration, teachers and counselors will make telephone contact on a regular basis to follow up on students' progress and participation.
- A parent hotline will be set up so that follow up telephone calls can be routinely made to students' homes.
- The Principal will send a letter clarifying the repercussions and the results of low student participation in the program
- Parent and student orientation will take place so that clear academic and behavioral expectations are established early in the school year.

Part B: For Title I SINI Schools Only

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

Not Applicable

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

Not Applicable

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Not Applicable

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader DANIEL PURIS	District 28	Borough Queens	School Number 190
School Name RUSSELL SAGE JHS 190Q			

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

Principal MARILYN GRANT	Assistant Principal JOSEPHINE AULICINO, AP, IA
Coach N/A	Coach N/A
ESL Teacher JEAN KIM and CAROL TONG	Guidance Counselor LAURA ISAIA-LUFF
Teacher/Subject Area TED KLADOPOULOS / ELA	Parent
Teacher/Subject Area MARY RANDOLPH / MATH	Parent Coordinator JUDY HURWITZ
Related Service Provider ANDREA ROTHBORT / SPEECH	Other
Network Leader	Other

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	1009	Total Number of ELLs	106	ELLs as share of total student population (%)	10.51%
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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 guides the guardians through the initial step of completing the HLIS by providing the form in their native language. Mrs. Marilyn Grant, Principal, conducts the initial oral interview and screening, administers the HLIS and the formal initial assessment. If Mrs. Grant is unavailable, Mrs. Josephine Aulicino, AP, IA is called in to conduct the identification process. If necessary, one of the ELL pedagogues, Ms. Jean Kim and Ms. Carol Tong conducts a more in depth screening 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.

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.

Upon completing of the identification and registration process, guardians are escorted to the Parent Coordinator office, Ms. Judy Hurwitz in a mandatory orientation meeting to to inform the parents of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) available in New York City without revealing available programs at Russell Sage JHS. In effort to encourage guardian participation, translation needs are surveyed and provided at the meeting to facilitate understanding and completion of all required forms. At this meeting, entitlement letters are distributed and guardians are asked to complete the Parent Survey and Program Selection form. If the guardians are unable to attend, an alternative date and time is arranged to accommodate their schedule. The orientation video and meeting are held within ten days of student enrollement. Russell Sage currently only offers Freestanding ESL for entitled students. Guardians who are interested in other instructional models according to the completed Parent Survey and Program Selection forms are informed and offered transfers to other schools who offer these services. Acceptance or rejection of school transfers are recorded and filed.

The Parent Survey and Program Selection forms for the past few years show some interest in both Chinese Bilingual and Spanish Bilingual programs. 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. Parent requests are aligned with the program model offered at Russell Sage.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							15	38	53					106
Push-In														0
Total	0	0	0	0	0	0	15	38	53	0	0	0	0	106

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	32
SIFE	3	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	9

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	
TBE										0
Dual Language										0
ESL	69	3	12	28	0	18	9	0	2	106
Total	69	3	12	28	0	18	9	0	2	106

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			
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
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

**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
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	17	16					38
Chinese								4	9					13
Russian							3	5	9					17
Bengali							1							1
Urdu									2					2
Arabic							2	5	6					13
Haitian														0
French														0
Korean									1					1
Punjabi														0
Polish														0
Albanian									1					1
Other							4	7	9					20
TOTAL	0	0	0	0	0	0	15	38	53	0	0	0	0	106

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The organization and program models depend on the students' English proficiency level determined by the NYSESLAT/LAB-R and their Individualized Educational Plans. They are as follows:

Beginners/Intermediates/Advanced ELLs

Content Areas: Departmentalized – Heterogeneous Block Program Model

ELA Push-In: Departmentalized – Self Contained Heterogeneous Block Program Model

ESL: Self Contained – Heterogeneous Block Program Model

Special Education ELLs – ICT, 12:1 & 12:1:1

Content Areas: Departmentalized – Heterogeneous Block Program Model

ESL: Ungraded Pull-Out – Homogenous Program Model

All content area instruction follows a departmentalized model (e.g. Mathematics, English Language Arts, Science, Social Studies, and Foreign Language) while ESL follows either a combination of self-contained and push-in model for ELLs or a pull-out model for ELL-SWDs.

All ELLs follow a block program, receiving scaffolded content instructions in English from content area licensed pedagogues. Likewise, ELLs-SWDs receive the same content instruction as their peers in either a ICT, 12:1, or 12:1:1 classroom setting. ELLs receive services in both self-contained heterogeneous block and push-in model, with a licensed ELL pedagogue providing additional support in ELA. ELL-SWDs are serviced following a homogenous ungraded, pull-out program model. The mandated number of instructional minutes for ESL and ELA are provided as per NYS CR Part 154 for all English Language Learners.

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. 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. ELLs are appropriately evaluated in their native language with the assistance of on-site and phone translation services.

SIFE students are afforded the same learning opportunities as other students. However, due to gaps in their education they are given

A. Programming and Scheduling Information

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 provide all ELLs including ELL-SWDs access to academic content areas and accelerate English language development, pedagogues will continue to develop their academic vocabulary writing through interdisciplinary project based learning. 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. Project based learning will continue to motivate and engage students with real-life learning opportunities and to help them meet performance standards in reading and writing.

Technology is one tool used to provide curricular, instructional and scheduling flexibility within the least restrictive environment to meet the diverse needs of all ELLs, including ELL-SWDs. It 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.

Courses Taught in Languages Other than English

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

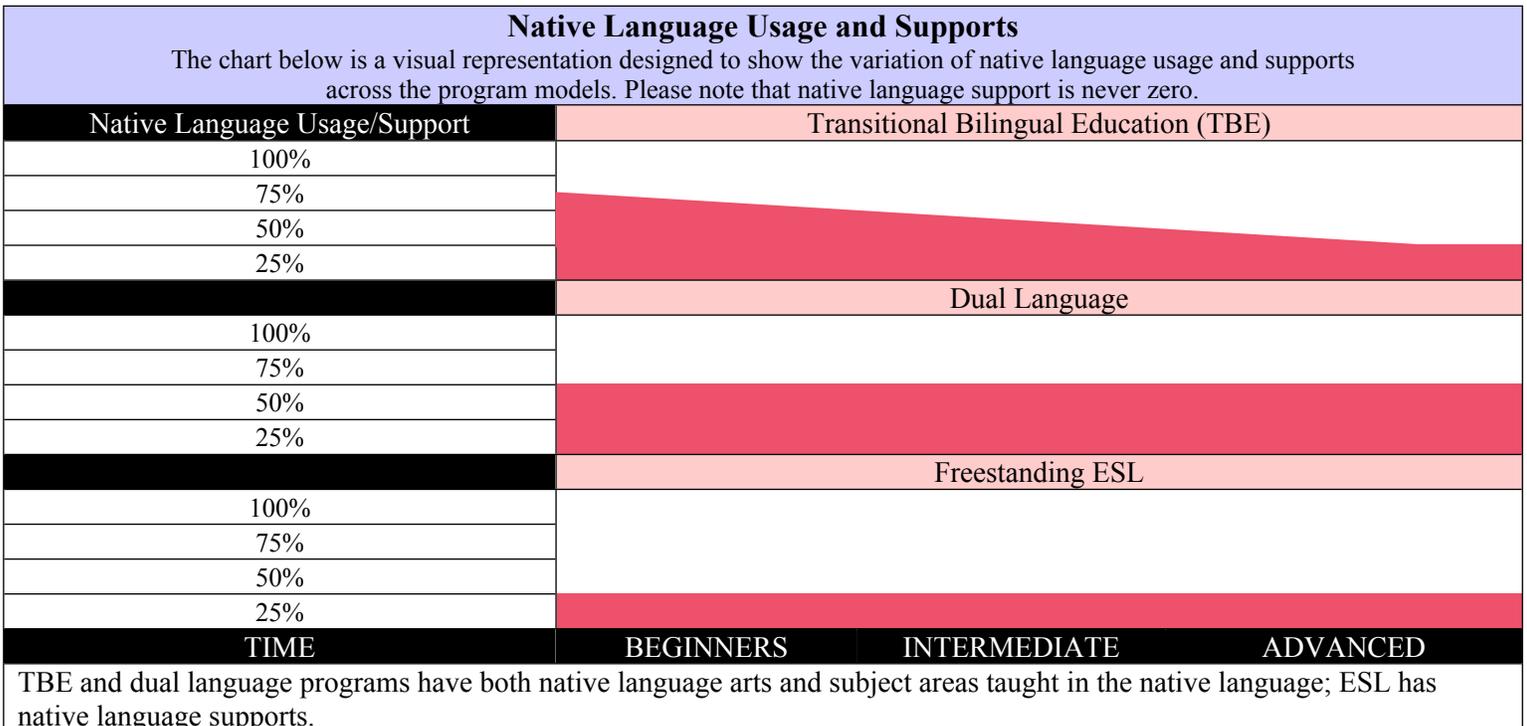
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A		

Social Studies:	N/A
Math:	N/A
Science:	N/A

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

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.

Current programs and services for ELLs will continue for the upcoming year. New programs or improvements will be considered as needed for the upcoming school year.

ELLs are granted equal access to all school programs and instructional materials including technology. Since the majority of our ELL population is 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.

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.

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)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

ELL personnel will be offered professional development in how to use and interpret data from tools such as ARIS and various state assessments, such as NYS Math, NYS ELA and the NYSESLAT along with Periodic Assessments. ELL personnel will receive professional development on 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 ELLs who are lacking the fundamental language and number sense skills to succeed in both reading and mathematics. Likewise these basic skills predict and influence ELLs' success in other core subjects, such as Social Studies and Science. The training session will assist all pedagogues to maximize services for the cognitive and academic development for all English Language Learners.

ELL personnel will be offered professional development in analyzing the unique challenges ELLs encounter when acquiring academic vocabulary in the content area. Teachers will gain insights, practical scaffolded, research-based strategies that may be implemented in the classroom to foster acquisition of academic English that can be used across the content domains.

Russell Sage personnel will continue to take advantage of these professional developments on the use of data and promoting academic language across content areas to prepare ELLs for NYS assessments throughout the 2011-2012 academic year. Teachers of ELLs will continue to teach and learn instructional strategies from professional developments provided by qualified specialists.

E. Parental Involvement

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

The needs of ELL parents are surveyed during the orientation meeting at the beginning of the academic year and periodically throughout the year. An invitation is extended to all ELL parents to take a decision making role in the education of their child from selecting a language program model to students' participation in after school programs. Meetings are planned specifically for the need of ELL parents, addressing common questions and concerns regarding service entitlement, understanding state assessments data and requirements and available resources. Translators are provided on-site and on the phone to encourage and facilitate parent participation in the school community. Additionally, informational flyers regarding school functions such as curriculum night and parent teacher conferences are sent out in multiple languages. The Parent Coordinator, Ms. Judy Hurwitz is available to provide information regarding available services in and outside the school, such as adult ESL courses as per parents' requests. Lastly, parents receive emails of school related information. All efforts hope to communicate that school personnel are available to address parents' needs and to create a safe and engaging environment for the participation of all parents, specifically ELL parents.

E. Parental Involvement

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

The needs of ELL parents are surveyed during the orientation meeting at the beginning of the academic year and periodically throughout the year. An invitation is extended to all ELL parents to take a decision making role in the education of their child from selecting a language program model to students' participation in after school programs. Meetings are planned specifically for the need of ELL parents, addressing common questions and concerns regarding service entitlement, understanding state assessments data and requirements and available resources. Translators are provided on-site and on the phone to encourage and facilitate parent participation in the school community. Additionally, informational flyers regarding school functions such as curriculum night and parent teacher conferences are sent out in multiple languages. The Parent Coordinator, Ms. Judy Hurwitz is available to provide information regarding available services in and outside the school, such as adult ESL courses as per parents' requests. Lastly, parents receive emails of school related information. All efforts hope to communicate that school personnel are available to address parents' needs and to create a safe and engaging environment for the participation of all parents, specifically ELL parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	13	7					22
Intermediate(I)							1	9	21					31
Advanced (A)							12	16	25					53
Total	0	0	0	0	0	0	15	38	53	0	0	0	0	106

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	2	2				
	I							0	6	6				
	A							7	19	19				
	P							4	2	22				
READING/ WRITING	B							1	6	6				
	I							9	9	21				
	A							1	9	20				
	P							0	5	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	8			10
7	13	6	1		20
8	16	23	1		40
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		4		4				11
7	8		13		4		3		28
8	12		17		12		6		47
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	9		20		15		2		46
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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 50% of the English Language Learners population are advanced students, 21% of ELLs are beginners and 29% are intermediate students. This data demonstrates the success of our ELL program in delivering effective instruction since 65% 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. The 8% decrease of beginner ELLs and 11% increase of intermediate students as compared to last year also speaks to the success of the program in moving students forward. 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 target skills. The instructional focus for beginning and low intermediate ELL is to build phonemic awareness and basic vocabulary

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.

Part VI: LAP Assurances

School Name: RUSSELL SAGE JHS		School DBN: <u>28Q190</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MARILYN GRANT	Principal		11/29/11
JOSEPHINE AULICINO	Assistant Principal		11/29/11
JUDY HURWITZ	Parent Coordinator		11/29/11
JEAN KIM CAROL TONG	ESL Teacher		11/29/11
	Parent		1/1/01
	Teacher/Subject Area		11/29/11
	Teacher/Subject Area		11/29/11
N/A	Coach		
N/A	Coach		
LAURA ISAIA-LUFF	Guidance Counselor		11/29/11
DANIEL PURIS	Network Leader		
	Other		

Translation and Interpretation Plans

<p>Part A</p>	<p>Needs Assessment Findings</p> <p>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; summarize the major findings of your school’s written translation and oral interpretation needs. Describe how the findings were reported to the school community; please describe how your school determines the primary language spoken by each parent, and if this language is not English, how your school determines whether the parent requires language assistance to communicate effectively with the Department; be specific about how this information is recorded and maintained (e.g., ATS, emergency cards, Home Language Identification Survey); this section should provide the results of your needs assessment. In other words, provide the number of parents, languages they speak, and whether or not they require written translation and oral interpretation; describe how these findings were shared with your school community, (and if findings have not been shared, how do you intend to do this); Please provide more detailed information based on the feedback above.</p> <p>Part A: Needs Assessment Findings</p> <p>Adult Preferred Language Report (RAPL) and the Home Language Report (RHLA) are generated to assess the school’s written translation and oral interpretation needs. The primary language spoken by the parent is determined and recorded in the ATS upon student enrollment. If this language is not English, the Home Language Identification Survey is administered in the parents’ in the native language and recorded in the ATS. The school’s written translation and oral interpretations needs are maintained and updated with information provided by students’ emergency cards. These procedures provide Limited English Speaking parents equal access to programs and services, allowing all parents to participate meaningfully in their child’s education.</p> <p>The majority of Russell Sage parent population is English speaking (42%), Spanish speaking (15%), Chinese (13%), Russian (12%), Spanish (15%), Arabic (2%), Japanese (1.6%), Bengali (1.3%), and Korean (1%). The Department of Education Translation and Interpretation Unit provides language services to the school’s non-English proficient families. These findings are shared with personnel within the school community, such as the Parent Coordinator.</p>
<p>Part B</p>	<p>Strategies and Activities</p> <p>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, describe how the school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services, how do you provide written translation services to meet the needs identified above? For instance, have you provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities? Do you have appropriate school signage and forms in the languages required? What procedures do you follow to make sure school documents are translated in a timely way? Who provides written translation services (e.g., outside vendor, in-</p>

house school staff, parent volunteers, Translation Unit), how do you provide oral interpretation services to meet the needs identified above? For instance, how does your school promote the availability of and ensure accessibility to interpretation services at group and one-on-one meetings? Describe who provides oral interpretation services (e.g., outside contractor, in-house school staff, parent volunteers, translations via phone service), review the notification requirements schools are responsible for (A-E of Section VII of Chancellor's Regulations A-663) and, if not already included above, describe how these documents (Parents Bill of Rights, interpretation notice signs) and plans (safety plan procedures) are provided, Please revise your Translation and Interpretation Plan based on the feedback provided .

Part B: Strategies and Activities

The school has and will continue to provide oral interpretation services both in school and over the phone at,

- Registration
- Parent Teacher Conference
- ELL Parent Meeting
- IEP Meeting
- One-on-one meeting with staff members upon requests

The school has and will continue to provide written translation services pertinent to students' education which includes but is not limited to,

- Bill of Parent Rights and Responsibilities
- Discipline Code
- Meeting Notices
- School Letters
- Report Cards

Oral interpretation and written translation services are provided by a combination of sources dependent on the language

- DOE Translation and Interpretation Unit
- In-house School Staff
- Outside Vendors

The availability of interpretation services are posted on translated signs in the most prominent languages in the school building to promote and ensure accessibility for all parents. Parents' translation needs are assessed and provided on an individualized basis in addition to existing services. Parent involvement is encouraged and supported by the translation services available at Russell Sage.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Russell Sage JHS	DBN: 28Q190
Cluster Leader: Dan Purus	Network Leader: Dan Purus
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Intervention for ELLs in Math and ELA will be offered during the Title III supplementary instructional program, conducted 2x's a week for a total of 3 hours. Attendance for ELL's 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 2 licensed ESL pedagogues can provide effective intervention instruction. The materials & resources to be utilized include but are not limited to: TESOL, reading and writing strategies to enhance comprehension skills, project-based learning will continue to motivate and engage students with real-life learning opportunities and to help them meet performance standards in reading and writing. Additionally, technology programs, such as Photo Story and Movie Maker will be used so that students have opportunities to maintain and further develop their listening and speaking skills in creating multi-media end products such as slide shows, video clips, and short movies.

Part C: Professional Development

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

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

Begin description here: Professional development focus is on how to use and interpret data from tools such as ARIS and various state assessments. Professional development will be provided on how to navigate exam history and assessment reports to perform item analysis as the driving force behind instructional strategies and plans. Personnel will be offered Professional Development in analyzing data and promoting academic language across content areas, in the hope of raising student achievement levels.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: During the orientation meeting at the beginning of the academic school year, an invitation is extended to all ELL parents to take a decision-making role in the education of their child. Meetings are planned specifically for the needs of ELL parents, addressing common questions and concerns regarding service entitlement, understanding state assessment data and requirements, and available resources. Oral translators and written translations are provided to encourage and facilitate parent participation in the school community. Additionally, informational flyers regarding school functions, such as Curriculum Night and Parent Teacher Conferences are sent out in multiple languages. The Parent Coordinator is available to provide information regarding available services in and outside the school such as Adult ESL courses, as per parents requests. Parents also receive emails of school-related information.

Part E: Budget

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

Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$10,089.00	<p>2 certified teachers will provide instruction to ELL’s two times a week afterschool for 24 weeks starting in Nov. 2011 ending May 2012 on Weds. & Thurs. from 3:10pm-4:40pm. 2 tchrs. x 2 days x 1.5 hr. x 24 wks. x \$50.06 hr. = \$7,286</p> <p>1 supervisor will be paid 1.5 hr per-session to monitor after school program.</p> <p>1 Supv. x 1 day x 1.5 hrs. x 24 wks. x \$52.39/hr. = \$1,887.00</p> <p>PARENT INVOLVEMENT</p> <p>2 ESL teachers will conduct 3 two hour workshops for parent’s. Ongoing workshops is 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 & support them at home.</p>

Part E: Budget

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

Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>2 tchrs. x 3 session x 2 hrs. x \$50.06/hr. = \$602.00</p> <p>1 Supv. Conducting jointly 3 two hour workshops for parent’s with ESL teachers.</p> <p>1 Supv. x 3 sessions x 2 hrs. x \$52.39/hr. = \$314.00</p> <p>(ALL SALARIES INCLUDE FRINGE BENEFITS)</p>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<p>\$1,736</p> <p>\$0</p> <p>\$535.00</p>	<p>Supplies / Equipment: Notebooks, pencils, chart paper, folders, toner, markers, pens, post-its, hi-liters, looseleaf,</p> <p>Workbooks for ESL students (After school Program)</p> <p>Materials, Supplies & Refreshments for Parent Workshops: Wraps, juice, coffee, water, folders, pens, notepads,</p>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$12,360	

