



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** RUSSELL SAGE JHSQ  
**DBN (i.e. 01M001):** 28Q190  
**Principal:** MARILYN PRYCE-GRANT  
**Principal Email:** MGRANT@SCHOOLS.NYC.GOV  
**Superintendent:** DR. BEVERLY FFOLKES-BRYANT  
**Network Leader:** DANIEL PURUS

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Marilyn Pryce Grant	*Principal or Designee	
Annmarie Turcotte	*UFT Chapter Leader or Designee	
Jeanne Kwok	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Peris Alban	Member/ Teacher	
Christine Goldstein	Member/ Teacher	
Christopher Porciello	Member/ Teacher	
Laura Glass	Member/ Teacher	
Nancy Nisselbaum	Member/ Parent	
Monica Pintado-Aguayo	Member/ Parent	
Léonor Garrity	Member/ Parent	
Susan Chin-Louie	Member/ Parent	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
<b>X</b>	<ul style="list-style-type: none"> <li>▪ Annual Goal</li> <li>▪ Comprehensive Needs Assessment</li> <li>▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal</li> <li>▪ Budget &amp; Resource Alignment section (indicating all funding sources)</li> </ul>
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>NA</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

*To expand and deepen instruction to address and support the individual learning needs of all students. We will have a 2.5% increase on proficiency in ELA and Math 100% of all content areas will incorporate the Common Core Learning Standards.*

### Comprehensive Needs Assessment

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

Based on the progress report of 2012-2013, and benchmark assessment lesson plans will incorporate strategies to allow for Multiple Entry Points

### Instructional Strategies/Activities

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

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

1. Teachers will use the principles of Universal Design for Learning to infuse and increase rigor and differentiation
2. There will be a continuation of discussions to implement the UDL and DOK principles
3. Lesson Plans will incorporate strategies to allow for multiple entry points
4. Teachers will participate in Saturday Academy to support students in need

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

1. Teachers, network specialists, lead teacher team members, administration, teachers
2. Teachers, network specialists, lead teacher team members, administration, teachers
3. Teachers
4. Teachers, Administration

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

1. Progress reports, NYC Assessments, mid/end year assessments for all students, NYS ELA and Math exams
2. Progress reports, NYC Assessments, mid/end year assessments for all students, NYS ELA and Math exams
3. Progress reports, NYC Assessments, mid/end year assessments for all students, NYS ELA and Math exams
4. Selected teachers, targeted students, administration

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. January 2014 – March 2014

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

1. Lunch and learn and professional development on Wednesday and Thursday on UDL and DOK
2. Lunch and learn and professional development on Wednesday and Thursday on UDL and DOK
3. Department meetings, pre-observation conferences
4. Saturday Academy

### Strategies to Increase Parental Involvement

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

1. Identifying resources to support your children's learning and developmental needs
2. Understanding the Common Core Learning Standards, standardized tests and interventions
3. All teachers will communicate regularly through SKEDULA. Workshops will be provided to parents in the use of SKEDULA/Pupil Path
4. Parent Coordinator will expand her outreach by conducting a series of workshops on adolescent issues and updating parent email contact information

### Budget and Resource Alignment

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

X	Tax Levy	STH	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	NA	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Saturday Academy – SAM #72											

### Goal and Action Plan #2

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

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
*Students with disabilities placed in self-contained classes will increase performance by 2% on normed, predictive, and state assessments in math and ELA by June, 2014.*

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
*Following the review of the data of the 2012-2013 NYS exams, it was noted that the students with disabilities scored below students without IEPs.*

#### **Instructional Strategies/Activities**

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Content teachers will emphasize literary experiences in their planning and instruction. Administration will review plans
  2. Students will have exposure to manipulatives, graphic organizers, and educational academic resources
  3. Students performing at a Level one will have the opportunity to attend the SATURDAY ACADEMY
- B. Key personnel and other resources used to implement each strategy/activity**
1. Network specialists, lead teacher team members, administration, and teachers
  2. Administration, teachers
  3. Selected teachers, administration and targeted students
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Progress reports, NYC Assessments, mid/end-year assessments on Level 1 and low Level 2's including self-contained classes
  2. Classroom Observations
  3. Saturday Academy emphasizing strategies to support the Level 1's and low Level 2's
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 – June 2014
  2. September 2013 - June 2014
  3. January 2014 – March 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. National Geographic Reading Program, CMP3 Math/Glencoe Math, Expeditionary Learning, Professional Development on Wednesday/Thursday 37 ½ minutes
  2. National Geographic Reading Program, CMP3 Math/Glencoe Math, Expeditionary Learning, Professional Development on Wednesday/Thursday 37 ½ minutes
  3. Saturday Academy

#### **Strategies to Increase Parental Involvement**

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

1. *Identifying resources to support your child's learning and developmental needs*
2. *Understanding the Common Core Learning Standards, standardized tests and interventions*
3. *Understanding Special Education and how to support your child's ability to learn*

#### **Budget and Resource Alignment**

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

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

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

**Saturday Academy - SAM #72**

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

*By June 2014, school leaders will use the Danielson Framework to conduct formative observations and provide effective feedback and support to improve instructional practices as measured by 10% - 15% of teachers moving up at least one performance level as reflected in Teachboost from October 2013 – April 2014.*

#### **Comprehensive Needs Assessment**

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

To Comply with NYS law, schools are required to implement the new teacher evaluation and development system – aka ADVANCE. Therefore teachers were required to select Option 1 or 2 requiring them to receive 4-6 formative observations with feedback sessions to support the development of teachers' instructional practices

#### **Instructional Strategies/Activities**

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

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

1. Administration meets with each staff member at an initial planning conference to discuss expectations and goals for the year. Teacher selects an option for observations and whether to consent to video as an observation tool. Teacher and administration discuss teacher's MOSLs and upcoming MOSL related activities
2. Administration schedules cabinet meetings with talent coach and other professional development opportunities through network to further familiarize assistant principals with all 22 components of Administrative Framework
3. Administrative schedules, walkthroughs and feedback sessions focusing on a calibration model. Administration conducts observations and feedback sessions together, then in pairs and then individually
4. Administration provides teachers with on-going professional development based on identified needs from their informal and formal observations and Self-Assessment Danielson Survey on ARIS
5. Administration schedules End of Year Conference with all teachers to reflect on practice throughout the year, discuss evidence of performance and learning across the year and ways to improve teaching practice

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

1. Administration, teachers
2. Network staff, cabinet
3. Principal and Assistant Principals, Talent Coach
4. Lead teachers, Administration/consultants
5. Administration, teachers

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

1. For the completion of initial conferences and options for observations, the ADVANCE and TEACHBOOST websites and network professional development have been utilized to support these activities
2. To further familiarize assistant principals with all 22 components of Danielson, network support (talent coach), cabinet meetings, and ARIS will be utilized
3. By the end of informal observations completed as a cabinet and in pairs, our ratings for teachers were in alignment with each other
4. Based on the need assessed, and the professional development provided, future formal and informal observations will show growth in teacher practice
5. By the end of the year conference, performance and learning across the year will reflect a 10%-15% improvement in teaching practice

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

1. September 9, 2013 through October 25, 2013
2. November 2013 through April 23, 2014
3. November 2013 – April 23, 2014
4. September 2013 – June 2014
5. April – June 2014

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

- Administration and staff agreed to meet at a mutually convenient time to conduct their initial planning conference
- The Network provides the principal and assistant principals with professional development in alignment with Danielson and ADVANCE. Administrators have also attended other professional development provided by the Department of Education based on Danielson and/or ADVANCE
- The principal, together with Assistant Principals creates a weekly schedule of observations
- On-going professional development is provided by administrators during: faculty conferences, grade conferences, scheduling mentoring times, inter-visitations, and monthly, three hour UFT mandated professional development time
- Administration and staff will agree to meet at a mutually convenient time to conduct end of year conferences

**Strategies to Increase Parental Involvement**

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

Fall Parent Workshop: Parents and families will receive an overview of the new ADVANCE, Teacher Evaluation System.

**Budget and Resource Alignment**

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

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

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

NA

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

2.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

2.

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

1.

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

1.

#### **5. Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• National Geographic Program</li> <li>• Comprehension skills</li> <li>• Vocabulary skills</li> <li>• Writing skills</li> </ul>	Small group	37.5 minutes After-school sessions
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Probabilities</li> <li>• Word problems</li> <li>• Ration/proportions</li> <li>• Expression/equations</li> </ul>	Small group	37.5 minutes After-school sessions
<b>Science</b>	<ul style="list-style-type: none"> <li>• Inquiry and projects aligned to common core</li> </ul>	Small group	37.5 minutes
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• DBQ's</li> <li>• Reading/vocabulary</li> </ul>	Small group within the class	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Career goal setting</li> <li>• Interest Inventory</li> <li>• Life skills training</li> </ul>	One on one: group	<ul style="list-style-type: none"> <li>• As needed and in Guidance Counselor schedules</li> <li>• Fridays with Social Worker</li> <li>• Monday, Tuesday, Thursday with School Psychologist</li> </ul>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **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:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

## Part I: School ELL Profile

### A. School Information

District <b>28</b>	Borough <b>Queens</b>	School Number <b>190</b>
School Name <b>RUSSELL SAGE JUNIOR HIGH SCHOOL</b>		

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

Principal <b>MARILYN GRANT</b>	Assistant Principal <b>JOSEPHINE AULICINO</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>CAROL TONG</b>	Guidance Counselor <b>LAURA ISAIA-LUFF</b>
Teacher/Subject Area <b>JEAN KIM, ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>JUDY HURWITZ</b>
Related Service Provider <b>ANDREA ROTHBORT/SPEECH</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	<b>84</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	--	----------------------	-----------	---	--------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained							32	22	16					70
Push-In							5	7	2					14
<b>Total</b>	0	0	0	0	0	0	37	29	18	0	0	0	0	84

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	11
SIFE		ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	4

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	62		6	18		3	4		1	84
Total	62	0	6	18	0	3	4	0	1	84

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	10	7					29
Chinese							10	3	3					16
Russian							3	7	1					11
Bengali							0	1	1					2
Urdu							0	1	0					1
Arabic							1	0	1					2
Haitian														0
French							2	1	0					3
Korean														0
Punjabi														0
Polish														0
Albanian							0	1	0					1
Other							9	5	5					19
<b>TOTAL</b>	0	0	0	0	0	0	37	29	18	0	0	0	0	84

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							14	9	4					27

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							5	3	4					12
Advanced (A)							18	17	10					45
Total	0	0	0	0	0	0	37	29	18	0	0	0	0	84

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	7	1		18
7	14	4	0		18
8	7	1	0		8
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	14		11						25
7	11		6						17
8	8		3			1	1		13
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data reveals that majority of sheltered English Language are beginners and advanced level students, with intermediates as the minority. Twenty seven (27) or 32% are beginners, (45) or 54% are advanced students and (12) twelve or 14% are intermediates. A similar distribution across proficiency levels is mirrored among the special education English Language Learners subgroup. Three (3) or 30% of the beginners, two (2) or 20% of the intermediates and five (5) or 50% of the advanced are students with individualized education plans (IEPs).

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Instructional decisions and plans are determined based on the critical analysis of this formal assessment data, 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 words in English, develop clear and cohesive sentence writing skills and sharing learning and experience through oral presentation. The instructional focus for high intermediate and advanced ELLs is to build academic language in promoting reading comprehension and to integrate content 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.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns across proficiencies and grades for both programs, sheltered ELL and push-in Special Education ELL, mirrors the distribution of the school's entire ELL population as described in question two. Majority of students are beginners or advanced in sixth and seventh grade, with exception of eighth grade with the same number of beginners and intermediate level students. Fourteen (14) or 38% of sixth graders are beginners, eighteen (18) or 49% advanced and five (5) or 14% are intermediates; nine (9) or 31% of seventh graders are beginners, seventeen (17) or 59% are advanced and three (3) or 10% are intermediates; four (4) or 22% of eighth graders are beginners, tie with intermediate students also at 22% while there are ten (10) or 56% are advanced students. The data for assessments taken in native languages are lacking, therefore a comparison to tests taken in English cannot be made,

School leadership and teachers continue to use the results of the ELL Periodic Assessments to reflect and revise instruction to provide necessary scaffolds to meet the Common Core standards. Periodic Assessments provides further evidence supporting the patterns of NYSESLAT data, which has already been taken into consideration with ELLs programming. Changes in grouping and differentiated instruction are made according to these results.

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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here

6. How do you make sure that a child's second language development is considered in instructional decisions?

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.

response to question here:

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Russell Sage will continue to evaluate the success of our ELL programs based on student progress, using multiple summative and formative measure to provide a holistic evaluation.

## Part IV: ELL Identification Process

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
At this meeting described above, 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. All entitlement letters and Parent Survey and Program Selection forms are collected securely stored in a filing cabinet.
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.  
Russell Sage currently only offers Freestanding ESL for entitled students. Translation needs are surveyed and provided consult and communicate with parents in their native language. Guardians who are interested in other instructional models according to the completed Parent Survey and Program Selection forms are forwarded to [ELLProgramsTransfer@schools.nyc.gov](mailto:ELLProgramsTransfer@schools.nyc.gov) who will provide guidance in accessing schools with these services. Acceptance or rejection of school transfers are recorded and filed.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
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.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
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 V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The organizational and program models depend on the students' English proficiency level determined by the NYSESLAT/LAB-R and their Individualized Educational Plans. All content area instructions follow a departmentalized model (e.g. Mathematics, English Language Arts, Science, Social Studies, and Foreign Language) while ESL follows either a heterogeneous self-contained model for ELLs and heterogeneous push-in model for ELL-SWDs.

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)?

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 model, with a licensed ELL pedagogue providing additional support in ELA. ELL-SWDs are serviced following a heterogeneous push-in program model in English intensive content areas, Social Studies, English Language Arts and Mathematics. The mandated number of instructional minutes for ESL and ELA are provided as per NYS CR Part 154 for all English Language Learners.

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

All 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.

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 demands of Common Core Learning standards 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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Formative and summative assessments are conducted throughout the year, embedded in the rigorous content and language curriculum objectives aligned to the Common Core Learning Standards. Assessments include but are not limited to ELL Periodic Assessment and NYS MOSL assessments.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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. 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. Former ELLs with continue to receive testing accommodations, extended time and bilingual glossary in content areas as well as ESL services on a needs basis.

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

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 argumentative 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.

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

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:				
Social Studies:				

### 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

Math:				
Science:				

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

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

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

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

### Native Language Usage and Supports

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



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Title III Supplementary Instruction meets the academic language needs of ELLs across content areas by providing additional scaffolds, time and instruction to promote English acquisition. Its effectiveness is evident in ELLs progress and high passing rate on the NYSESLAT.

11. What new programs or improvements will be considered for the upcoming school year?

New programs or improvements will be considered as needed for the upcoming school year.

12. What programs/services for ELLs will be discontinued and why?

Current programs and services for ELLs will continue for the upcoming year. No programs or services will be discontinued due to their success in promoting academic and linguistic development.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. All ELLs participate in after school events and programs offered through Urban Advantage parallel to the mainstreamed students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Technology is one tool used to provide curricular and instructional support 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services are provided as per CR Part 154, support and resources corresponds to age and grade levels drawing heavily from informational texts aligned to meeting Common Core Standards.

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

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

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

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

The training session will assist all pedagogues to maximize services for the cognitive and academic development for all English Language Learners.

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 academic year. Full-day professional development will take place in November and in June. Topics include training but not limited to access to SMARTBoard and Skedula, implementation of technology to develop all four modalities of language, specifically listening and speaking. Professional development in navigating SESIS will be provided to assist pedagogues in the assessment and tracking of student progress. Hour long professional development will be provided on the first Monday of the following months: October, November, December, January, February, March, April, and May. Topics include interdisciplinary planning and implementation of the Common Core standards to further develop academic vocabulary in the content area. Additional professional development opportunities will take place during forty-two (42) minute Lunch-and-Learn sessions on a needs-basis. Teachers of ELLs will continue to teach and learn instructional strategies from professional development provided by qualified specialists.

ELL personnel will be offered professional development in how to use and interpret data from various state assessments, such as MOSL Assessments, NYS Math, NYS ELA and the NYSESLAT along with Periodic Assessments. The know-how of navigating exam history, assessment reports and analysis will be the driving force behind instructional strategies and decisions for ELLs. The training will include practical application of data to assist ELLs' equal participation in literacy, mathematics and other core subject initiatives. These professional developments will occur in one-hour sessions once a month from January to May. In preparation for state assessments, an additional three-hour professional development will cover text-dependent questions and how to support students with disabilities and ELLs for middle school students

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

## D. Parental Involvement

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

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. There will be three, two-hour ELL Parent Meetings addressing the following topics and taking place on the following months; November - Overview of Academic School Year, March - NYS English and Mathematics Test and May - NYSESLAT.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MARILYN GRANT	Principal		11/15/13
JOSEPHINE AULICINO	Assistant Principal		11/15/13
JUDY HURWITZ	Parent Coordinator		11/15/13
CAROL TONG	ESL Teacher		11/15/13
	Parent		1/1/01
JEAN KIM	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
LAURA ISAIA-LUFF	Guidance Counselor		11/15/13
	Network Leader		1/1/01
ANDREA ROTHBORT	Other <u>SPEECH</u>		11/15/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

*Requirement under Chancellor's Regulations – for all schools*

DBN: 28 School Name: RUSSELL SAGE JHS 190

Cluster: 2 Network: 208

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

### **Part A: Needs Assessment Findings**

---

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

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.

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

The 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.

## 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 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

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.

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

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>.

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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Russell Sage JHS 190Q	DBN: 208
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 84
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 0

## 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: The data reveals that majority of sheltered English Language are beginners and advanced level students, with intermediates as the minority. Twenty seven (27) or 32% are beginners, (45) or 54% are advanced students and (12) twelve or 14% are intermediates. A similar distribution across proficiency levels is mirrored among the special education English Language Learners subgroup. Three (3) or 30% of the beginners, two (2) or 20% of the intermediates and five (5) or 50% of the advanced are students with individualized education plans (IEPs).

The Title III supplementary Instructional program will be conducted by a TESOL K-12 licensed teacher, twice a week after-school on Monday and Thursday from 3:10-4:40. All English Language Learners from grades six to eight are invited to attend and grouped by language fluency and academic proficiency in the content areas. The language instruction program targets beginner and intermediate newcomers and those who are required to take the NYS English Language Arts assessment this year.

Beginner and intermediate students will receive instruction in vocabulary development across the academic content areas, participating in total physical response activities to support students along the stages of language acquisition. For instructional purposes, students are partnered according to their native languages to support the use of the primary language in learning English. Additionally, it creates an educationally sound and safe environment for students to develop and reinforce basic interpersonal communication skills through social interactions.

English Language Learners who will take the NYS English Language Arts test 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. Students will receive instruction in test-taking strategies integrated with TESOL reading and writing strategies such as mind mirrors and double-entry journals. These students will continue to develop their academic vocabulary along with their academic writing, drawing heavily on concepts from the content areas.

English will be the dominant language of instruction supported by students' native language during group work to clarify meaning and understanding. This program is designed to help students meet grade performance standards while providing differentiated instructions attending to the needs of all English Language Learners. The Title III Instructional Program promotes English acquisition and provides English Language Learners the necessary scaffold to close the academic gap, particularly in the content areas. The instruction will prepare students for the NYSESLAT and provides the necessary language building blocks to academic success.

### Part B: Direct Instruction Supplemental Program Information

Based on the critical analysis of formal assessment data, beginning and low intermediate students performed relatively low in the listening and speaking modalities whereas high intermediate students 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 Title III Supplementary program is designed and reflective of the students' needs and the data described above.

### Part C: Professional Development

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

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

Begin description here: The training session will assist all pedagogues to maximize services for the cognitive and academic development for all English Language Learners.

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 academic year. Full-day professional development will take place in November and in June. Topics include training but not limited to access to SMARTBoard and Skedula, implementation of technology to develop all four modalities of language, specifically listening and speaking. Professional development in navigating SESIS will be provided to assist pedagogues in the assessment and tracking of student progress. Hour long professional development will be provided on the first Monday of the following months: October, November, December, January, February, March, April, and May. Topics include interdisciplinary planning and implementation of the Common Core standards to further develop academic vocabulary in the content area. Additional professional development opportunities will take place during forty-two (42) minute Lunch-and-Learn sessions on a needs-basis. Teachers of ELLs will continue to teach and learn instructional strategies from professional development provided by qualified specialists.

ELL personnel will be offered professional development in how to use and interpret data from various state assessments, such as MOSL Assessments, NYS Math, NYS ELA and the NYSESLAT along with Periodic Assessments. The know-how of navigating exam history, assessment reports and analysis will be the driving force behind instructional strategies and decisions for ELLs. The training will include practical application of data to assist ELLs' equal participation in literacy, mathematics and other core subject initiatives. These professional developments will occur in one-hour sessions once a month from January to May. In preparation for state assessments, an additional three-hour professional development will cover text-dependent questions and how to support students with disabilities and ELLs for middle school students

The professional development focus on data will enable the school to identify and address ELLs who are

### Part C: Professional Development

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

### Part D: Parental Engagement Activities

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

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

Begin description here: 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. There will be three, two-hour ELL Parent Meetings addressing the following topics and taking place on the following months; December - Overview of Academic School Year, March - NYS English and Mathematics Test and May - NYSESLAT.

### Part E: Budget

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

Allocation Amount: \$13172

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	\$7,903	2 certified teachers will provide

**Part E: Budget**

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

Allocation Amount: \$13172

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>(schools must account for fringe benefits)</p> <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		<p>instruction to ELL's two times a week afterschool for 20 weeks starting in Nov. ending April on Mons. &amp; Thurs. from 3:10 pm to 4:40 pm. 2 tchrs. x 2 days x 1.5 hr. x 20 wks. x \$50.19 hr. = \$5,421.</p> <p>1 supervisor will be paid 1 hr per-session to monitor after school program.</p> <p>1 Supv. x 2 days x 1 hr/per day x 15 wks. x \$52.52/hr. = \$1,565</p> <p><b>PARENT INVOLVEMENT</b></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 &amp; support them at home.</p> <p>2 tchrs. x 3 session x 2 hrs. x \$50.19/hr. = \$602.28</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 \$52.52/hr. = \$315.12</p> <p>(ALL SALARIES INCLUDE FRINGE BENEFITS)</p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13172

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"><li>High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>Must be supplemental.</li><li>Additional curricula, instructional materials.</li><li>Must be clearly listed.</li></ul>	\$3,952	Supplies
Educational Software (Object Code 199)		
Travel		
Other	\$1,317 (Parent Involvement)	Materials, Supplies & Refreshments for Parent Workshops
<b>TOTAL</b>	<b>\$13,172</b>	