

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

DBN: (i.e. 01M001):

28Q190

School Name:

RUSSELL SAGE JUNIOR HIGH

Principal:

MARILYN GRANT

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 28Q190
School Type: Junior High School Grades Served: 6-8
School Address: 68-17 Austin Street Forest Hills New York 11375
Phone Number: 718-830-4970 Fax: 718-830-4960
School Contact Person: Marilyn Grant Email Address: mgrant@schools.nyc.gov
Principal: Marilyn Grant
UFT Chapter Leader: AnnMarie Turcotte
Parents' Association President: Shoko Obata
SLT Chairperson: Christopher Porciello
Student Representative(s): NA

District Information

District: 28 Superintendent: Mabel Sarduy
Superintendent's Office Address: 90-27 Supthin Boulevard Jamaica New York 11435
Superintendent's Email Address: msarduy@schools.nyc.gov
Phone Number: (718) 557-2618 Fax: (718) 557-2623

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 208 Network Leader: Dan Purus

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marilyn Grant	*Principal or Designee	
Annmarie Turcotte	*UFT Chapter Leader or Designee	
Shoko Obata	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Nisha Sharma	Member/Parent	
John Doyle	Member/Parent	
Leonor Garrity	Member/Parent	
Monica Pintado-Aguayo	Member/Parent	
Julie Milner	Member/Parent	
Laura Glass	Member/Teacher	
Peris Alban	Member/Teacher	
Christopher Porciello	Member/Teacher	
Christine Goldstein	Member/Teacher	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission Statement: Russell Sage JHS is a diverse, collaborative school community dedicated to achieving academic excellence for all students. Through standards-driven instruction, a nurturing environment, and the development of civic and social skills necessary to function productively in the world, we will create a family of life-long learners.

Instructional Focus: Through higher order thinking questions as well as content and academic language development, students will continue to expand their instructional experiences by participating in rich and engaging discussions.

Russell Sage JHS 190Q serves 1048 students in grades 6, 7, and 8. The school sits in the heart of Forest Hills, a culturally diverse community. The student body includes 32% Asian, 9% Black, 28% Hispanic and 28% White. Approximately 8% of our students are English Language Learners. Our special needs population is 17%. Overall student attendance is 95%. Teacher attendance is 97%. We are an unscreened middle school. The student population is heterogeneously grouped within each grade and supported by a pedagogical staff of 80 teachers. Seven teachers were rated highly effective based on the Danielson Model and 73 were rated Effective. 90% of our staff have more than five-years teaching experience and all are certified and licensed. Current CCLS instructional programs are aimed at creating a bridge between elementary and high school in helping to prepare our students for College and Career Readiness through a variety of experiences. Through on-going professional learning in literacy, math, science, social studies and technology, our teachers are kept current on City and State-Wide incentives. Effective instruction in all content areas is delivered through the workshop model. The classroom offers opportunities for whole class, small group and independent work. Regents' preparation classes in Math and Science are offered to 7th and 8th grade students. All students are programmed to receive either French or Spanish as their foreign language in 7th and 8th grade with an opportunity to take the Language Proficiency Examination in 8th Grade. Latin is offered to most 6th graders. Russell Sage offers classes in visual arts, instrumental music, chorus, drama and dance. Students are encouraged to continue a sequence in art, music or drama in order to audition for specialized high schools. Based on the New York State ELA Exam, Students with Disabilities and our lowest 1/3 population who struggle with reading are programmed 3 to 5 periods for an intense National Geographic reading program to support literacy skills. Students who struggle with mathematics are identified through assessments and State results and are invited to attend small group sessions led by volunteer teachers on Tuesdays as well as Wednesdays and Thursdays. 25-30% of our 8th Grade graduating class receive acceptance to the specialized high schools of their choice, ie., Stuyvesant, Bronx Science, LaGuardia Performing Arts, Frank Sinatra, and Brooklyn Tech. In 2013-2014, 94% of our school's former 8th graders earned enough high school credit in 9th grade to be on track for high school graduation. The city average was 88% and the District average was 90%. We have a 93% pass rate for courses in Math, ELA, Social Studies and Science.

At this time our greatest strength is mathematics. 51% of our students met State standards on the NYS Math Exam. The average school-wide score was 3.1 out of 4.5. The City average was 29% and the District was 34%. 42% of our students met the ELA State Exam. The average school-wide score was 2.8 out of 4.5. The City average was 27% and the District average was 32%.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Russell Sage is dedicated to promoting rigorous instruction to all students. After conducting a comprehensive assessment of the Item Analysis based on Spring 2014 ELA State Exam and most current analysis based on Fall 2014 Science, Social Studies and ELA MOSLs, the following is our summary of some of our strengths and weaknesses.

Strengths include: First place highest scores in the District-wide 2014 Math State Exam results and third highest District-wide in the 2014 ELA State Exam Results. In addition to our students’ achievement in the NYS ELA and Math scores, our instructional staff included 7 Highly Effective teachers and 73 Effective Teachers

Through professional collaboration, teacher teams analyzed results of the aforementioned exams. Based on the Spring 2014 ELA State Exam Item Analysis and Fall 2014 Science, Social Studies and ELA MOSLs, our weakest standard assessed across grades was Argumentative Writing. 87% of our ELLs fell within the 0 – 49% correct range as evidenced on the Fall 2014 ELA New York City Performance Test. Also evident in the Fall 2014 Science NYCPT, 93% fell in the 0 – 49%. As a result of our analysis, strategies were developed through these professional conversations and collaborative teacher teams to address student needs through rigorous instruction in a supportive environment.

Part 2 – Annual Goal

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

By June 2015, all students inclusive of ELLs, Special Education and Lowest 1/3 students will improve the quality of argumentative writing across content areas by 3% as measured by the spring 2015 MOSL.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

<p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Teacher Teams will review and assess instructional materials, specifically Expeditionary Learning Modules and prior teacher-developed curriculum based on the CCLS explicitly dealing with supporting claims with clear reasons and relevant evidence.</p> <p>Teacher Teams will come together to plan lessons, share best practices and review student work to develop a common understanding of what work meets the standard. There will be discussions of close readings of informational texts during mini lessons. They will also create common tasks and assessments to facilitate modifying current instructional strategies for claims and counter-claims.</p> <p>Along with the above strategies, teacher teams will continue their discussions of counter-claim approaches across content in the hopes of supporting each subject area. There will also be opportunity to attend Network offerings for professional learning as well as opportunities for sharing best practices. A debate team has been started for sixth and seventh graders to address this issue</p>	<p>ELLs, SWDs, Lowest 1/3</p>	<p>September 2014 – June 2015 (Interim Assessment during January – March 2015)</p>	<p>ELA, Social Studies, Science and Special Educators, Administrators, Network Specialists, Professional Learning Committees, MOSL team, Lead Teacher team, Programmer/Data Specialist</p>
<p>The strategies that we are using to address the needs of students with disabilities, English language learners, and our Lowest 1/3 student are the use of graphic organizers, task specific scaffolds, guided reading activities, continuity of vocabulary for ELL students, State/teacher/student created glossaries are made available throughout the year for ELL students. We are also offering the Title III after-school program to help students make progress on the NYSESLAT. In addition, Tuesdays are available to students who need additional AIS support across content areas.</p>	<p>ELLs, SWDs, Lowest 1/3</p>	<p>September 2014 – June 2015 (Interim Assessment during January – March 2015)</p>	<p>ELA, Social Studies, Science and Special Educators, Administrators, Network Specialists, Professional Learning Committees, Programmer/Data Specialist</p>
<p>One of the strategies that we will be using to increase parent involvement and engagement is Skedula, a web-based program to provide communication between home and school. We are offering Tuesday afternoon outreach to parents. Also, we have increased the number of parent/teacher conferences as well as open houses. The Parent Coordinator regularly communicates via internet, telephone and Skedula.</p>	<p>ELLs, SWDs, Lowest 1/3</p>	<p>September 2014 – June 2015</p>	<p>Parent Coordinator, PTA, SLT, all faculty, Administrators, Network Specialists, District Parent Advocate, Programmer/Data Specialist</p>

<p>Strategies that are being used to address the Capacity Framework element of Trust: We bring together our school and our community to support our students throughout the school day and beyond by informing parents through Skedula, telephone and e-mails of our expectations, goals, code of conduct, as well as our policy of respect for all, and of zero tolerance for bullying. Students will develop familiarity and trust for key personnel to address issues and concerns. These staff members include guidance counselors, deans, and our SAPIS worker. College and career readiness will be promoted through school-based activities as well as corporate partnerships.</p>	<p>ELLs, SWDs, Lowest 1/3</p>	<p>September 2014 – June 2015</p>	<p>All Faculty, Administrators, Network Specialists, Professional Learning Committees, PTA, Parent Coordinator, District Parent Advocate, Parents, Corporate Partnerships, Programmer/Data Specialist</p>
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Part 4 – Resources Needed

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

In order to implement this action plan, the following resources will be needed and made available to ELLs, SWDs, the Lowest 1/3 population:

- Teacher-designed Graphic Organizers
- Task-Specific Scaffolds
- Guided Reading Activities, continuity of vocabulary for ELL students
- State/Teacher/Student Created Glossaries made available throughout the year for ELL students
- Title III After-School Program
- PTA-sponsored enrichment classes - all Faculty, Administrators, Network Specialists, Professional Learning Committees, PTA, Parent Coordinator, District Parent Advocate, Parents, Corporate Partnerships
- Expeditionary Learning Materials
- Supplementary Reading Materials
- Minimum of six 41-minute instructional periods per week of ELA, minimum of five 41-minute instructional periods per week of Social Studies and Science.

Part 5 – Budget and Resource Alignment

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

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

PTA Funding of special programs, Corporate Partnership with JetBlue.

Part 6 – Progress Monitoring

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

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
A mid-point benchmark assessment that will be utilized to indicate student progress of 1% will be the 2014 ELA and Social Studies MOSL taken in October.				
There will be a second benchmark assessment that will be utilized to indicate student progress of 1%. That benchmark will be a school-wide task of writing an argumentative essay during the month of January 2015 based on completion of curriculum within the Expeditionary Modules.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Russell Sage is dedicated to promoting a safe and nurturing environment for all students and faculty.

Based on the 2013-2014 Learning Environment Survey, 89% of the students agree or strongly agree that the teaching staff helps them approach challenges by suggesting new strategies that they can use. Another strength indicated in the survey was that teachers effectively teach the organizational skills and work habits such as note taking and keeping track of assignments that students need to succeed in school. 91% of students agree and strongly agree that the teaching staff at school helps them reflect on their strengths and learn of areas in which they can improve.

The survey indicated that 44% of students agree that most students treat each other with respect. However, a larger percentage, 56% disagree or strongly disagree. Also, 49% disagree or strongly disagree that most students at the school treat adults with respect.

As a result of our assessment of the New York City School Survey, strategies were developed through professional conversations and collaboration to address student concerns about respect in and out of the classroom.

Part 2 – Annual Goal

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

By June 2015, there will be a 5% increase in students who agree with the statement “Most students treat each other with respect in the School Environment section of the 2015 New York City School Survey Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
The culture of the Russell Sage community is to continually reinforce the importance of respect within and outside of the building. In order to increase student awareness for respect	Grade 6-8 students inclusive	September 2014-June 2015	Principal, Assistant Principals,

<p>throughout the building, we will roll out various programs. The Respect For All program encourages the maintenance of safety, and a supportive learning environment free from harassment, intimidation, bullying and discrimination. The Common Sense Program is a program geared for 6th graders with a focus on how to be safe online. Students are made aware of the opportunities and pitfalls of the internet/social media. As part of the program, students are also taught and reminded of the importance of treating others in a respectful manner. A focus of the School Counseling Program for individuals and groups helps students develop social skills which include interpersonal relations, healthy attitudes toward peers and adults, and respect for differences of all members of our school community. Our SAPIS coordinator visits every class to disseminate The Life Skills Program to all grades. This program helps students be organized, good decision makers, respectful and considerate of others, whether adults or peers. The Assistant Principals and Deans address social attitudes and mores during assemblies on a bi-weekly basis. There is also a peer mediator who works with the students to develop active listening skills in an effort to de-escalate potential conflicts and misunderstandings. The Social Worker has a case load of students who are also at risk.</p>	<p>of ELLs, SWDs, Lowest 1/3</p>		<p>Guidance Counselors, Deans, SAPIS Worker, Peer Mediator, Social Worker, teachers</p>
<p>Staff members will look at IEP goals for counseling and behavior improvement plans to ensure that these goals are being updated and followed by all teachers. The ELA, Foreign Language, Social Studies and Science curricula encompass respect for the diversity of all.</p>	<p>Grade 6-8 students inclusive of ELLs, SWDs, Lowest 1/3</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Guidance Counselors, Deans, SAPIS, Peer Mediator, Faculty</p>
<p>Strategies to increase parent involvement and engagement include workshops offered to Title III parents. School-wide activities are hosted by teachers, students and parents to celebrate cultural diversity. Trips outside the building chaperoned by teachers as well as parents expose students to other cultures.</p>	<p>Grade 6-8 students inclusive of ELLs, SWDs, Lowest 1/3</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Guidance Counselors, Deans, SAPIS, Peer Mediator, Faculty</p>
<p>Russell Sage fosters a culture of community where, school staff, parents, students and administrators, value each other and continually work toward the shared goal of improving community school relations.</p>	<p>Grade 6-8 students inclusive of ELLs, SWDs, Lowest 1/3</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Guidance Counselors, Deans, SAPIS, Peer Mediator, Faculty, parents, students</p>

Part 4 – Resources Needed

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

In order to implement this action plan the Principal, Assistant Principals, Guidance Counselors, Deans, SAPIS, Peer Mediator, Faculty, parents and students will need to be involved.

Part 5 – Budget and Resource Alignment

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

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

PTA

Part 6 – Progress Monitoring

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

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

In February 2015, teachers will have students complete the Learning Environment Survey. The results will be analyzed with Administration and SLT.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

After reviewing the Item Analysis in ARIS based on the Spring 2014 NYS Science Exam, the most current analysis based on the Fall 2014 Science MOSL, as well as science data indicated in the 2014 NYS School Report Card, the following is our summary of trends and major findings:

Our strengths include having 7 Highly Effective teachers and 73 Effective Teachers. We were first District-wide in the 2014 NYS Math Exam results, and third District-wide in 2014 NYS ELA Exam Results.

Through professional conversations, the ESL and Science Departments, the MOSL team, Lead Teacher committee, and collaborative teacher teams analyzed the results from the aforementioned tests and data and noted that according to the Spring 2014 Grade 8 NYS Science Exam Item Analysis and Fall 2014 Science MOSL, there was a weakness in the subgroup populations of Latino/Hispanic males who missed AYP by 1.5%.

Part 2 – Annual Goal

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

By June 2015, 20% of Grade 8 ELLs and Latino/Hispanic males will improve their science skills as evidenced by the 2015 NYS Science Exam and MOSL assessments by 3% through intense laboratory opportunities and science experiences both in and out of the classroom environment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Teacher Teams will review and assess instructional materials, specifically the 8 th grade science exam and curriculum based on the CCLS which deals with assessing the New York State Common Core Science Curriculum.	Grade 8 ELLs and Latino/Hispanic males	September 2014 – June 2015 (Interim	ELA, Science and Special Educators, ESL Providers,

<p>We will plan intense laboratory opportunities and science experiences both in and out of the classroom, Urban Advantage Program, modify current instructional strategies to build more extensive science vocabulary, and create student developed glossaries.</p>		<p>Assessment during January – March 2015</p>	<p>Administrators, Network Specialists, Professional Learning Committee, Parent Coordinator, District Representative, Programmer/Data Specialist</p>
<p>As a result of this assessment, strategies will be developed through continued professional conversations and collaborations between Science and ESL providers working collaboratively to deepen vocabulary through laboratory experiences, as well as timely and relevant field trips outside the classroom to address student needs through rigorous instruction in a supportive environment.</p> <p>Teacher Teams will come together to plan lessons, share best practices and review student work to develop a common understanding of what work meets the standards. They will also create common tasks and assessments to facilitate modifying current instructional strategies. There will also be opportunity to attend Network offerings for professional learning as well as opportunities for sharing best practices.</p>	<p>Grade 8 ELLs and Latino/Hispanic males</p>	<p>September 2014 – June 2015 (Interim Assessment during January – March 2015)</p>	<p>ELA, Science and Special Educators, ESL Providers, Administrators, Network Specialists, Professional Learning Committee, Programmer/Data Specialist</p>
<p>To increase parent involvement and engagement we will be using Skedula, a web-based program that fosters communication between home and school. On Tuesday afternoons, we have parental outreach. The number of student-led conferences, as well as open houses has been increased. Our Parent Coordinator has developed workshops to address expectations and student responsibilities. We have a Title III after- school program, as well as Title III workshops for parents. Literature is translated to facilitate parental understanding. The PTA offers school-wide activities as well as individualized information pertaining to the students.</p>	<p>Grade 8 ELLs and Latino/Hispanic males</p>	<p>September 2014 – June 2015</p>	<p>ELA, Science , ESL Providers, Special Educators, Administrators, Network Specialists, Professional Learning Committee, Parent Coordinator, and District Parent Advocate, Programmer/Data Specialist</p>
<p>Strategies that are being used to address the Capacity Framework element of Trust: Include bringing together our school and our community to support our students throughout the school day and beyond by informing parents through Skedula and e-mails; discussions of expectations and goals; respect for all, zero tolerance for</p>	<p>Grade 8 ELLs and Latino/Hispanic males</p>	<p>September 2014 – June 2015</p>	<p>ELA, Social Studies, Science and Special Educator teachers, Administrators,</p>

bullying, student familiarity of key personnel to address issues and concerns. We also have guidance counselors, deans, a SAPIS worker, college and career readiness activities through school-based activities as well as corporate partnerships.			School Community, Network Specialists, Professional Learning Committee, Parent Coordinator, District Parent Advocate, Programmer/Data Specialist
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Part 4 – Resources Needed

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

In order to implement this action plan, the following resources will be needed and made available to ELLs, SWDs, the Lowest 1/3 population:

- Graphic Organizers
- Task Specific Scaffolds
- Guided Reading Activities
- Continuity of vocabulary for ELL students
- State/Teacher/Student Created Glossaries made available throughout the year for ELL students
- S.E.E.D. Cards to build vocabulary
- Tiered words to strengthen understanding of academic vocabulary.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA	X	Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								
Partnership with 7-Eleven								

Part 6 – Progress Monitoring

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

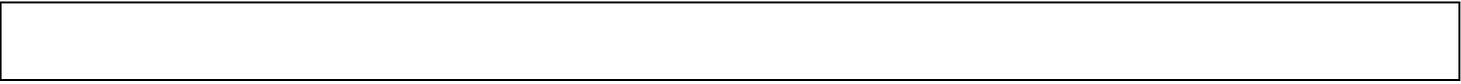
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

A mid-point benchmark assessment that will be utilized to increase student progress by 1% will be the 2014 Science MOSL taken in October.

There will be a second benchmark assessment that will be utilized to indicate student progress on portions of material that will be included in the 2015 NYS Science Exam.

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

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



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013-2014 Report Card, 21% of teachers disagreed and strongly disagreed the school leaders give them regular and helpful feedback about their teaching practice.

The Learning Environment Survey revealed that 74% of teachers agreed and strongly agreed that school leaders publicly recognize teachers for their accomplishments. In addition to that, 67% of the most effective teachers agreed or strongly agreed that they are recognized for their exemplary performance. 73% agree and strongly agree that the overall Professional Learning experiences for the 2013-2014 school year had included opportunities to work productively with colleagues at school. 84% of teachers agreed and strongly agreed that the Building Leader communicates a clear vision for the school. 84% of teachers agreed and strongly agreed that school leaders place a high priority on the quality of teachers.

After analyzing and assessing the data on the 2013-2014 New York City School Survey, ARIS, Teach Boost, and Advance reports, the building leader analyzed the results from the aforementioned survey, and strategies will be implemented based on the data.

Part 2 – Annual Goal

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

By June 2015 there will be a 5% increase in teachers who indicate that school leaders give them regular and helpful feedback about their teaching practice in the Systems for Improvement section on the 2015 New York City Survey Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

<p>Building leaders will continue to support the Professional Learning Committee by empowering teachers to showcase best practices. The building leaders, through cabinet meetings, will discuss areas of commonality and areas of improvement on overall observations. The evaluation system for teachers, the Danielson Model, will be utilized to enter observations and provide timely, written observational feedback. In addition, oral feedback of observations will be an option. In collaboration with members of the Professional Learning Committee, trends can be established as a basis for implementation of workshops. New teachers have been assigned mentors and the building leader meets monthly to discuss concerns and provide professional readings. In addition, the building leader meets regularly with the mentors to ensure that they are meeting the needs of the new teachers.</p>	Teachers	September 2014-June 2015	Principal, Assistant Principals, Professional Learning Committee, Data Specialist
<p>The strategies that we are using to address the needs of students with disabilities, English language learners, and our lowest 1/3 students is to empower the Professional Learning Committee to generate a teacher needs-assessment survey. Based on the surveys, in-school professional learning opportunity workshops will be developed to support teacher need. The Committee will share best practices and provide opportunities for intervisitations. Some of the workshops will include these strategies: the use of graphic organizers, task specific scaffolds, guided reading activities, continuity of vocabulary for ELL students, State/teacher/student created glossaries made available throughout the year for ELL students. Members of the Committee as well as other teachers will attend Network offerings and then in turn share what they have learned with the rest of the school staff. Teachers will be given feedback from administrators as to the efficacy of their integration of these strategies and supports in their classrooms.</p>	Teachers	September 2014-June 2015	Principal, Assistant Principals, Professional Learning Committee, Data Specialist
<p>Under the new evaluation system for teacher rating, parents are introduced to the Danielson Model via PTA workshops by building leaders. This ensures that parents are knowledgeable as to how teachers are held accountable for their practice.</p>	Teachers	September 2014-June 2015	Principal, Assistant Principals, Professional Learning Committee, Data Specialist
<p>The building leaders of Russell Sage JHS are committed to ensuring excellence for all students through the nurturing and development of all teachers and by providing the necessary tools for professional growth.</p>	Teachers	September 2014-June 2015	Principal, Assistant Principals, Professional Learning Committee, Data Specialist,

Part 4 – Resources Needed

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

In order to implement this action plan the Danielson Model, Network Specialists, Data Specialist, Professional Learning Committee, Principal and Assistant Principals are the resources needed and made available.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

In February 2015, supervisors will engage in conversations with teachers to determine their level of satisfaction with the feedback they have received. 85% of the teachers will report they are satisfied.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013-2014 Report Card, parental response to the school survey was only 48% which was below the city-wide average of 54%. However, 98% of our students compared with 83% of students city-wide completed the survey. We also saw an increase in parent satisfaction in receiving a response when contacting the school.

Our strengths are that 91% of parents who responded to the survey indicated satisfaction and above with the education their children receive. 91% of teachers in this building would recommend this school to parents. A weakness indicated by the survey is that only 44% of the students say that most students treat each other with respect. Another area in need of improvement is that attendance at PTA meetings dropped from the prior year. Also, 52% of parents are enrolled in Skedula, our school-wide on-line communication system. Parents also made us aware through e-mails and phone calls to the Parent Coordinator that our school web-site needs to be more user-friendly. Parents also requested more verbal information as well as written feedback concerning their children as well as school-wide activities.

Part 2 – Annual Goal

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

By June 2015, School-Wide Communication with all parents of students inclusive of ELLs, Special Education and Lowest 1/3 will increase by 20% as measured by Skedula login.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The Parent Coordinator will provide workshops to discuss the importance of the New York City School Survey and to provide opportunities to complete the survey. She will work with the PTA to establish incentives for 100% completion of parent and	Parents Students	September 2014 – Ongoing	Administration, Teachers, Guidance Counselors,

<p>student surveys. The PTA and Parent Coordinator will provide more information on mandates and City-Wide instructional initiatives such as more rigorous reading and writing across content areas, independent reading, college and career readiness experiences both in class as well as through our partnership with JetBlue. The Parent Coordinator will make daily outreach through e-mails, the PTA website, the school website, and mass robo calls to insure communication for parent enrollment for Skedula. She will be providing parents with passwords to be used to log on to the system. Also, the Parent Coordinator will distribute a monthly calendar with interim updates of school-wide events.</p>			<p>SAPIS, Deans, Parent Coordinator, Programmer/Data Specialist</p>
<p>The Parent Coordinator will support three Title III Workshops given by the ELL teachers to disseminate information regarding expectations and goals for students in the ESL classroom. These workshops will also focus on testing strategies so students will make gains on the NYSESLAT and New York State exams. We will continue parental outreach through e-mails, phone conversations, Skedula, PTA and school websites as well as an open-door policy enabling parents' access to teachers and guidance counselors for richer conversations about success for all students. In order to increase our outreach to our diverse population, we will provide translated parent literature. Interpreters will also be available during student-led conferences, IEP meetings, and general meetings with staff and administration.</p>	<p>Parents Students</p>	<p>September 2014 – Ongoing</p>	<p>Administration, Teachers, Guidance Counselors, SAPIS, Deans, Parent Coordinator, Programmer/Data Specialist</p>
<p>Two parents have agreed to work with our school to enhance our school website making the site more user-friendly. We have obtained our own domain and are in the process of gathering photos and pertinent information to be posted. Parents have made outreach to support the school-wide initiative by enhancing our website.</p> <p>The Parent Coordinator will provide monthly workshops to discuss the importance of the survey and to provide opportunities to complete the survey. The PTA will create incentives for completion of parent surveys. Administration will participate in PTA meetings to disseminate information pertaining to City-Wide Instructional Initiatives, School-Wide Initiatives and to build school community. The Parent Coordinator will also work with teachers and administrators in the following areas and workshops:</p> <p>Title III Skills for successful Parent/Teacher Conferences; Dissemination of Parent Literature regarding city and school foci; Request for use of Interpreter services during meetings and conferences; Transitioning to middle school; STEM</p>	<p>Parents Students</p>	<p>September 2014 – Ongoing</p>	<p>Administration, Teachers, Guidance Counselors, SAPIS, Deans, Parent Coordinator, Programmer/Data Specialist</p>

Our overall expectation toward the shared goal of improving student outcomes, preparing students for success in school and beyond is evidenced by activities that address the Capacity Framework element of Trust. They will include but are not limited to engaging parents in workshops, access to Skedula, continued open-door policy, participation in special events in and outside of school, school requests for parent volunteers on school trips, testing, celebrations, dances, concerts, talent showcases, National Junior Honor Society, and grade awards ceremonies.	Parents Students	September 2014 – Ongoing	Administration, Teachers, Guidance Counselors, SAPIS, Deans, Parent Coordinator, Programmer/Data Specialist
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Part 4 – Resources Needed

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

Parent Coordinator, Parents, Data Specialist, Administration, Teachers, Guidance Counselors, Deans and SAPIS, Learning Leaders.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By February 2015, School-Wide Communication with all parents of students inclusive of ELLs, Special Education and Lowest 1/3 will increase by 10% as measured by Skedula login. This will be administered by the Parent Coordinator.

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher Assessments Student Self-Assessments Parent Request	National Geographic Program Comprehension skills Vocabulary skills Writing Skills	Small group	Tuesday 2:30 – 3:05
Mathematics	Teacher Assessments Student Self-Assessments Parent Request	Probabilities Word problems Ration/proportions Expression/equations Reading and Content Vocabulary	Small group	Tuesday 2:30 – 3:05
Science	Teacher Assessments Student Self-Assessments Parent Request	Inquiry and projects aligned to common core Reading and Content Vocabulary	Small group	Tuesday 2:30 – 3:05
Social Studies	Teacher Assessments Student Self-Assessments Parent Request	DBQ's Reading and Content Vocabulary	Small group	Tuesday 2:30 – 3:05
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referrals and awareness of ELLs, SWDs and Lowest 1/3	College, Career and goal setting Interest Inventory Life Skills Training	One on one Groups	As needed and in Guidance Counselor schedules During extended time on Mondays School Psychologist on Monday through Thursday Mondays with the Social Worker

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) 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 the school. **[School name]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Student-led 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;
- 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 (SPC) Template

[School name], 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 Student-led 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 1st 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., Student-led 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 with 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: Russell Sage JHS 190Q	DBN: 28Q190
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

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 the majority of sheltered English Language are beginners and advanced level students, with intermediates as the minority. Twenty six (26) or 38% are beginners, (26) or 38% are advanced students and (12) twelve or 24% are intermediates.

The Title III supplementary Instructional program will be conducted by an ESL K-12 licensed teacher and a licensed Spanish teacher, twice a week after-school on Wednesday and Thursday from 2:35 - 4:05. The ESL teacher will service all of the students in the Title III after-school program. There will be only one supervisor on site overseeing the Title III program. This is the only after-school program which is run by the school. 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

Part B: Direct Instruction Supplemental Program Information

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.

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

Part C: Professional Development

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.

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 during 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: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	\$9,558	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: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		<p>instruction to ELLs two times a week afterschool for 22 weeks starting in Dec. ending May on Weds. & Thurs. from 2:35 pm to 4:05 pm.</p> <p>2 tchrs. x 2 days x 1.5 hr. x 22 wks. = 133 hrs. x \$50.52 hr. = \$6,720</p> <p>1 supervisor who will be the only supervisor on site will be paid 1 hr. per-session to monitor the after school program.</p> <p>1 Supv. x 2 days x 1hr/per day x 18 wks.= 36 Hrs. x \$52.83/hr. = \$1,902</p> <p>PARENT INVOLVEMENT</p> <p>2 ESL teachers will conduct 3 two hour workshops for parents. Ongoing workshops is designed to inform parents of ELLs of programs in the school and provide suggestions and activities to include parents in the academics of their children & support them at home.</p> <p>2 tchrs. x 3 session x 2 hrs. x \$51.51/hr. = \$619</p> <p>1 Supv. Conducting jointly 3 two hour workshops for parents with ESL teachers.</p> <p>1 Supv. x 3 sessions x 2 hrs. x \$52.52/hr. = \$317</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: \$11200

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">High quality staff and curriculum development contracts.	_____	_____
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	\$1,142	Supplies
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$500 (Parent Involvement)	Materials, Supplies & Refreshments for Parent Workshops
TOTAL	\$11,200	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 190
School Name RUSSELL SAGE JUNIOR HIGH SCHOOL		

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

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	84	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	62		6	18		3	4		1	84

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	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
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	
TOTAL	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
TOTAL	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
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/	B													

NYSESLAT Modality Analysis

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
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:

- 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.
- 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 [AMAQ 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 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 enrollement.
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 ELLProgramsTrasnfer@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. *①*
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 

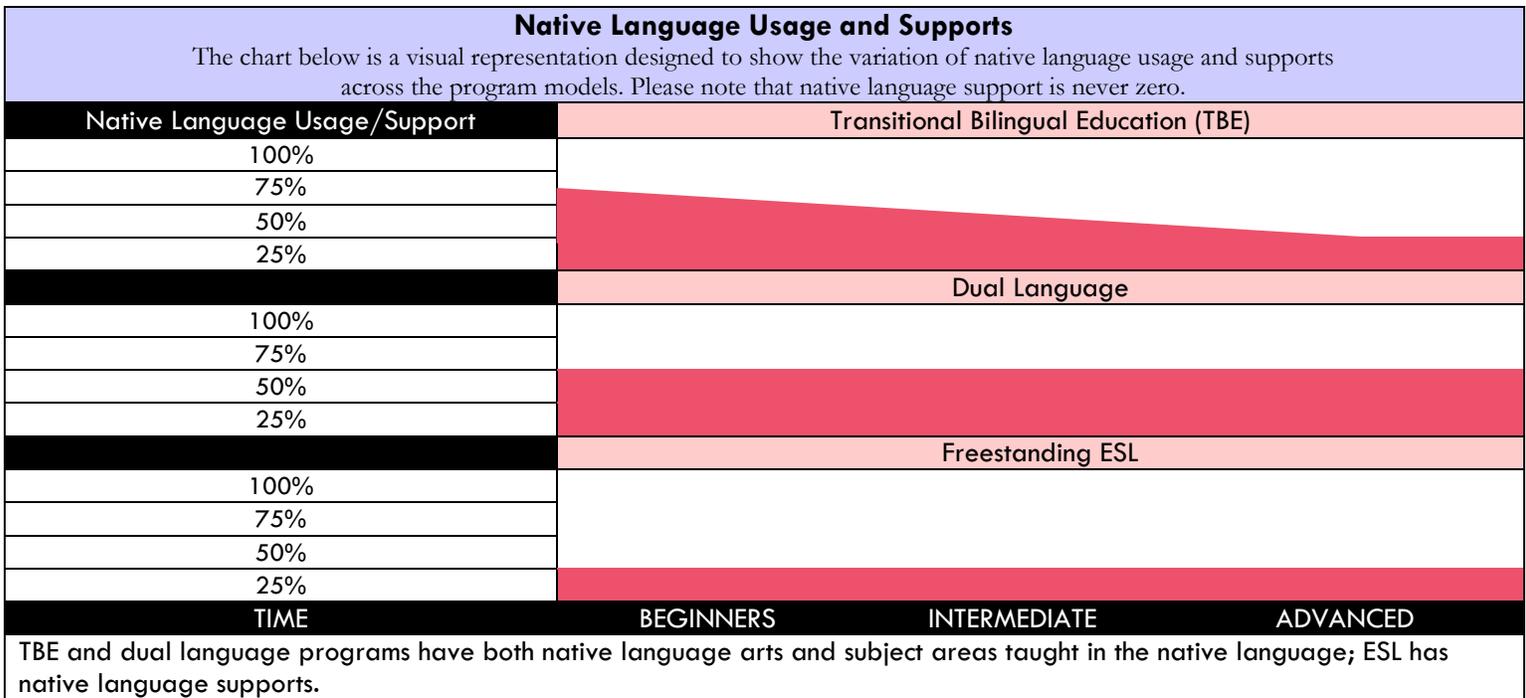
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			
Math:			
Science:			

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

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



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.