

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **28Q190**

School Name: **J.H.S. 190 RUSSELL SAGE**

Principal: **MARILYN GRANT**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Russell Sage JHS School Number (DBN): 28q190
Grades Served: 6-8
School Address: 68-17 Austin Street Forest Hills, N.Y. 11375
Phone Number: 718-830-4970 Fax: 718-830-4960
School Contact Person: Marilyn Pryce Grant Email Address: mgrant@schools.nyc.gov
Principal: Marilyn Pryce Grant
UFT Chapter Leader: Ann Marie Turcotte
Parents' Association President: Susan Lee
SLT Chairperson: Mitch Goodkin
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): NA

District Information

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

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, N.Y. 11416

mwilks@schools.nyc.gov

Director's Email Address:

917-520-6743

718-642-5855

Phone Number:

Fax:

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 Pryce Grant	*Principal or Designee	
Ann Turcotte	*UFT Chapter Leader or Designee	
Susan Lee	*PA/PTA President or Designated Co-President	
Carolyn Moussa	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	
Ali Nisen	Parent/	
John Doyle	Parent	
Rebecca Pendarvis	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cynthia Vanco	Parent	
Heidi Zhang	Parent	
Annarita Napolitano	Teacher	
Mitch Goodkin	Teacher	
Christopher Porciello	Teacher	
Kim Casaburi	Teacher	
Jacqueline Datorre	Teacher	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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: Students will expand their instructional experiences by engaging in discussions which include higher order thinking questions, rigorous academic content, language development, student self-assessment and reflection across disciplines. Teachers will have an opportunity to assess and reflect upon their own practice to integrate enhanced strategies.

Russell Sage JHS 190Q serves 1061 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 2014-2015, 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%.

28Q190 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07, 08,09	Total Enrollment	1042	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	24	# SETSS	N/A	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	18	# Drama	9
# Foreign Language	27	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population	3.1%	% Attendance Rate			95.0%
% Free Lunch	47.2%	% Reduced Lunch			9.4%
% Limited English Proficient	8.3%	% Students with Disabilities			17.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			9.3%
% Hispanic or Latino	27.4%	% Asian or Native Hawaiian/Pacific Islander			33.1%
% White	28.2%	% Multi-Racial			1.7%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.25	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.56
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	42.1%	Mathematics Performance at levels 3 & 4			50.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			69.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0 %
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Russell Sage is dedicated to promoting rigorous instruction to all students. After conducting a comprehensive assessment of the Item Analysis based on Spring 2015 ELA State Exam and most current analysis based on Fall 2015 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 2015 Math State Exam results and third highest District-wide in the 2015 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 2015 ELA State Exam Item Analysis and Fall 2015 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 2015 ELA New York City Performance Test. Also evident in the Fall 2015 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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 2016 MOSL.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</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 District/Central 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 issues.</p>	<p>ELLs, SWDs, Lowest 1/3</p>	<p>September 2015 – June 2016</p> <p>(Interim Assessment during January – March 2016)</p>	<p>ELA, Social Studies, Science and Special Educators, Administrators, 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 2015 – June 2016</p> <p>(Interim Assessment during January – March 2016)</p>	<p>ELA, Social Studies, Science and Special Educators, Administrators, 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 2015 – June 2016</p>	<p>Parent Coordinator, PTA, SLT, all faculty, Administrators, 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 2015 – June 2016</p>	<p>All Faculty, Administrators, Specialists, Professional Learning Committees, PTA, Parent Coordinator, District Parent Advocate, Parents, Corporate Partnerships, Programmer/Data Specialist</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>In order to implement this action plan, the following resources will be needed and made available to ELLs, SWDs, the Lowest 1/3 population:</p> <ul style="list-style-type: none"> • 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.
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A mid-point benchmark assessment that will be utilized to indicate student progress of 1% will be the 2015 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 2016 based on completion of curriculum within the Expeditionary Modules.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Based on the 2014-2015 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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 2016 New York City School Survey Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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 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. Beginning in November 2015, content/subject area teachers will implement and engage in discussions that assist students in analyzing language used in the School Survey. Also, the deans will conduct grade assemblies to help students understand the language used in the survey. A Mentor Program will be created to check on students to see how they are doing in school and at home.</p>	<p>Grade 6-8 students inclusive of ELLs, SWDs, Lowest 1/3</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Guidance Counselors, Deans, SAPIS Worker, 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 2015-June 2016</p>	<p>Principal, Assistant Principals, Guidance Counselors, Deans, SAPIS, Faculty</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.	Grade 6-8 students inclusive of ELLs, SWDs, Lowest 1/3	September 2015-June 2016	Principal, Assistant Principals, Guidance Counselors, Deans, SAPIS, Faculty
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	Grade 6-8 students inclusive of ELLs, SWDs, Lowest 1/3	September 2015-June 2016	Principal, Assistant Principals, Guidance Counselors, Deans, SAPIS, Faculty, parents, students

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In January, teachers will administer an in-house Learning Environment survey to check for overall comprehension and the success of ongoing Respect For All programs. Upon analysis by administration and SLT, re-teaching/reinforcement of deficient items will be re-addressed through school programs. In February 2016, teachers will have students complete the Learning Environment Survey. The results will be analyzed with Administration and SLT.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

After reviewing the Item Analysis in ARIS based on the Spring 2015 NYS Science Exam, the most current analysis based on the Fall 2015 Science MOSL, as well as science data indicated in the 2015 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 2015 NYS Math Exam results, and third District-wide in 2015 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 2015 Grade 8 NYS Science Exam Item Analysis and Fall 2015 Science MOSL, there was a weakness in the subgroup populations of Latino/Hispanic males who missed AYP by 1.5% .

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 20% of Grade 8 ELLs and Latino/Hispanic males will improve their science skills as evidenced by the 2016 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher Teams will review and assess instructional materials, specifically the 8th grade science exam and curriculum based on the CCLS which deals with assessing the New York State Common Core Science Curriculum. 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>During the week of January 11-16, 2016, Part 1 of an interim 8th grade Science assessment will be given. Part 2 will be given during the week of Feb 29 - March 4, 2016</p>	<p>Grade 8 ELLs and Latino/Hispanic males</p>	<p>September 2015 – June 2016</p> <p>(Interim Assessment during January – March 2016</p>	<p>ELA, Science and Special Educators, ESL Providers, Administrators, 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 2015 – June 2016</p> <p>(Interim Assessment during January – March 2016</p>	<p>ELA, Science and Special Educators, ESL Providers, Administrators, 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 2015 – June 2016 (Interim Assessment during January – March 2016)</p>	<p>ELA, Science and Special Educators, ESL Providers, Administrators, Specialists, Professional Learning Committee, 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 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.</p>	<p>Grade 8 ELLs and Latino/ Hispanic Males</p>	<p>September 2015 – June 2016 (Interim Assessment during January – March 2016)</p>	<p>ELA, Science and Special Educators, ESL Providers, Administrators, Specialists, Professional Learning Committee, Programmer/Data Specialist</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>In order to implement this action plan, the following resources will be needed and made available to ELLs, SWDs, the Lowest 1/3 population:</p> <ul style="list-style-type: none"> • 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 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A mid-point benchmark assessment that will be utilized to increase student progress by 1% will be the 2015 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 2016 NYS Science Exam .

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2014-2015 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 2014-2015 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 2014-2015 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will support the professional learning committee by communicating observational feedback and creating professional learning offerings that support their needs as evidenced by planning and execution of the lessons, thereby increasing 5% of teachers who indicate that school leaders give them regular and helpful feedback about their teaching practice in the systems for improvement section on the 2016 NYC survey report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<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>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Professional Learning Committee, 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 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 District/Central 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>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Professional Learning Committee, Data Specialist</p>
<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>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>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	Teachers	September 2015-June 2016	Principal, Assistant Principals, Professional Learning Committee, Data Specialist
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
In February 2016, 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 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2014-2015 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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 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>Parents Students</p>	<p>September 2015 – Ongoing</p>	<p>Administration, Teachers, Guidance Counselors, 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.</p> <p>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 2015 – 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</p>	<p>Parents Students</p>	<p>September 2015 – Ongoing</p>	<p>Administration, Teachers, Guidance Counselors, SAPIS,</p>

<p>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</p> <p>Skills for successful Parent/Teacher Conferences;</p> <p>Dissemination of Parent Literature regarding city and school foci;</p> <p>Request for use of Interpreter services during meetings and conferences;</p> <p>Transitioning to middle school;</p> <p>STEM</p>			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.</p>	Parents Students	September 2015 – Ongoing	Administration, Teachers, Guidance Counselors, SAPIS, Deans, Parent Coordinator, Programmer/Data Specialist

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Parent Coordinator, Parents, Data Specialist, Administration, Teachers, Guidance Counselors, Deans and SAPIS, Learning Leaders.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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	Wednesday-Friday 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	Wednesday - Friday 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	Wednesday - Friday 2:30 - 3:05
Social Studies	Teacher Assessments Student Self-Assessments Parent Request	DBQ's Reading and Content Vocabulary	Small group	Wednesday - Friday 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	One on one Groups	As needed and in Guidance Counselor schedules

		Life Skills Training		During extended time on Mondays School Psychologist on Monday through Thursday Mondays with the Social Worker
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

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.
NA

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
NA

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.).

NA

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.

NA

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Non Title I

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, School Quality 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 Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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)

[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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to 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.

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: <u>Russell Sage JHS 190Q</u>	DBN: <u>28Q190</u>
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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The data reveals that 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 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 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

Part D: Parental Engagement Activities

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 fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$9,558</u>	<u>2 certified teachers will provide 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.</u> <u>2 tchrs. x 2 days x 1.5 hr. x 22 wks. = 133 hrs. x \$50.52 hr. = \$6,720</u> <u>1 supervisor who will be the only supervisor on site will be paid 1 hr. per-session to monitor the after school program.</u> <u>1 Supv. x 2 days x 1hr/per day x 18 wks.= 36 Hrs. x \$52.83/hr. = \$1,902</u> PARENT INVOLVEMENT <u>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.</u> <u>2 tchrs. x 3 session x 2 hrs. x \$51.51/hr. = \$619</u> <u>1 Supv. Conducting jointly 3 two hour workshops for parents with ESL teachers.</u> <u>1 Supv. x 3 sessions x 2 hrs. x \$52.52/hr. = \$317</u> <u>(ALL SALARIES INCLUDE FRINGE BENEFITS)</u>

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. 	<u>\$1,142</u>	<u>Supplies</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$500 (Parent Involvement)</u>	<u>Materials, Supplies & Refreshments for Parent Workshops</u>
TOTAL	<u>\$11,200</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 190
School Name Russell Sage JHS		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Marilyn Grant	Assistant Principal Josephine Aulicino
Coach NA	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ana Marie Restrepo	School Counselor Mariella Russo
Teacher/Subject Area Jean Kim/TESOL	Parent Susan Lee
Teacher/Subject Area Krista Kelly/TESOL	Parent Coordinator Shoko Obata
Related-Service Provider Andrea Rothbort/Speech	Borough Field Support Center Staff Member Joshua Metz
Superintendent Mabel Muniz-Sarduy	Other (Name and Title) Susan Monahan, AP

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	1069	Total number of ELLs	138	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 non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							1							0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	130	Newcomers (ELLs receiving service 0-3 years)	84	ELL Students with Disabilities	26
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	1		1	3		3				0
DL										0
ENL	83	5	5	60		16	11		3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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 Spanish							5	0	0					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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

* EP=English proficient student

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 is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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							22	14	15					0
Chinese							14	7	15					0
Russian							5	4	6					0
Bengali							1	1	1					0
Urdu							1	4	3					0
Arabic							1	2	3					0
Haitian														0
French								1	2					0
Korean														0
Punjabi														0
Polish								1						0
Albanian							1		1					0
Other							8	14	11					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							11	5	9					0
Emerging (Low Intermediate)							5	3	6					0
Transitioning (High Intermediate)							5	1	2					0
Expanding (Advanced)							9	17	14					0
Commanding (Proficient)							24	16	21					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							24	16	21					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	12	7	8	0
7	2	9	0	1	0
8	17	10	1	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	5		3		7		8		0
7	1		6		5		2		0
8	11		9		6		1		0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

The assessment tool our school uses is the NYSITELL and the NYSESLAT. The NYSESLAT data indicates that we have 87 current ELLs. These ELLs are comprised of 45% Expanding students, 9% Transitioning students and 45% Emerging and Entering students. As of today we have 20 newly admitted ELLs of which 4 scored Commanding. Out of the rest of the 16 students, 13 students scored Entering and Emerging levels and 3 students scored Expanding level. Also, there are 61 former-ELLs who need the linguistic and academic support in their transitional stage.

This data provides the overall understanding of the ELL demographics in the building. Evidently, there are two groups of current ELLs in the opposite ends of the Second Language Acquisition progression - 50% in the beginning stage and the rest 50% in the ending stage. This finding leads to our instructional focus which is concentrating on promoting the Entering and Emerging ELLs to Transitioning or Expanding level by the end of the 2015-2016 school year. Learning objectives for Entering and Emerging ELLs is to build phonemic awareness and basic vocabulary words in English, to develop clear and cohesive sentence writing skills, and to build basic interpersonal communication skills through interdisciplinary learning experience and National Geographic Inside Fundamentals on/offline program. The instructional foci for the Transitioning and Expanding ELLs are building academic language across the content areas, promoting reading comprehension, and integrating content learning in developing complex sentences and essays. Learning objectives for the Transitioning and Expanding ELLs are determined periodically based on the critical analysis of the detailed data such as scores in each modality or item analysis, resulting in the leveled or flexible grouping based on target skills within the classroom. Item analysis revealed that long term ELLs and special education ELLs share the same needs and intervention services as their Transitioning and Expanding peers. Therefore, similar services will be provided in addition to the other mandated services and accommodations as outlined by the Individual Education Plans.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data reveals that there are 39 Entering/Emerging level students, 40 Expanding, with 8 Transitioning students as the minority and 61 rated Commanding/Proficient. Twenty-five (25) Entering students comprise 29%, fourteen (14) Emerging level comprising 16%, and forty (40) are Expanding level comprising 46%. Again, we notice that approximately half of our ELL students are Entering/Emerging and the other half are expanding or on the cusp of proficiency.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

AMAO 1 data is not available on AMAO tool BETA 8.20.02. As a result, there is no data to discuss how the school is performing on promoting Entering or Emerging students to the next language proficiency level.

However, data from AMAO 2 status indicates that we have been meeting the baseline requirements for the past six (6) consecutive years and the next two academic school years in the future. The AMAO 2 Status says, "the 2014-2015 school year, the target was 15% and we met the target with a difference of 48.0% points between the target and our current status." This data indicates that the school has been making significant progress in promoting the ELLs to achieve Proficient/Commanding levels.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

The data for assessments taken in native languages are lacking. Therefore a comparison to tests taken in English cannot be made. However our school uses teacher-created project based periodic assesments that are aligned to CCSS and New Language Arts Progressions. The project based learning model caters to the school's cultural and academic diveristy while addressing ELLs' language acquisition process in the interdisciplinary learning environment. Initial reference is made to the yearly results of the NYSESLAT from the previous three years of receiving services. Formal periodic assessments are not interdisciplinary. In contrast, the project-based learning emphasizes on language performance, collaboration, techonology use, and reflection. This focus results positively and consistently amongst the NYSESLAT results for our ELL population with students' achieving Commanding and Proficient levels more than 40 percentage points above the target percentage on the AMAO 2. Therefore, we have continued this trend across all programs to service our highly diverse ELL demographics.

School leadership and teachers have used and continue to use the results of the ELL data for the following: to reflect and revise instruction, create and provide necessary scaffolds that also meet the CCLS, and to establish effective seating arrangements for ENL students, identify students strengths and weaknesses within all four modalities, implement productive & beneficial Professional Learning opportunities for entire staff, more effective co-teaching and co-planning for stand-alone ELLs and integrated ELLs and Special Education ELLs, and gain more clear understanding of strengths and weaknesses of ELL students to develop interactive lessons for ELL students to understand their individual results and form accurate goals moving forward. This year we will be using MOSL and the National Geographic to provide further evidence supporting the patterns of NYSESLAT data, which has already been taken into consideration with ELL programming. Changes in grouping and differentiated instruction are successully carried out based on these results.

All English Language Learners are encouraged to further develop their primary home language skills as they strive to acquire the English language. Varied resources are provided within the classroom setting such as: a classroom computer for students to use the Internet and/or Google Translate, bilingual dictionaries, glossaries, picture dictionaries, periodic assessments in their Home Language if available, students are sometimes seated next to another student with same home language as another effort of support, and any additional resources are provided to students on an individual needs basis.

Reading, writing, listening, and speaking in the Home Language is promoted within all programs offered here at Russell Sage JHS 190 to serve as an accessible entry point for English Language Learners. Thus, ELL students gain more substantial learning opportunities & understanding of concepts across academic areas. Within a stand-alone ELL program, home language is used more frequently to activate prior knowledge of ELL students. Often interactive lessons are administered for sheltered ELL students to make inferences regarding similaries &/or differences between the English Language and their Home Languages. Students within a stand-alone ELL program are provided with a National Geographic text book, work book, online reading resources, online reinforcement worksheets, and online assessments to gain more practice with connections made within a classroom setting. During parent orientaion and outreach, parents are encouraged to continue reading to their children in their home language to have them gain more solid foundation of their home language. Thus, they will be able to better transfer information from Home language to English and more easily remember such information learned. Parents are frequently contacted in their preferred language and informed about the importance of continuing to support their ELL students home language, specifically academic language. Thus, we work together in unison to support ELL students home language and new language. There is a Bilingual Special Education prgram this year that uses both home and new language across all content areas.

Within a content integrated model, English is the dominant language where students more predominately use their English New Language. An integrated content model emphasizes academic vocabulary development & more clear understanding of challenging concepts in an effort to make content comprehensible while supporting language development. Intermittent references are made to students home language during instances where there may be a lacking in understanding of course materials, content, scaffolds, depth of knolwedge questioning, instruction, activities, &/or concepts. The leading ENL teacher will co-plan and co-teach with a content teacher for an integrated program to support students' home language during group work, individual one-on-one attention at a needs basis, additional scaffolds that address multiple levels of proficiency and cater to student weaknesses, and focus-based scaffolds to better clarify any meaning &/or understanding.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
- Our target student population for New Language Arts Progressions are students learning a new language (students in English as a Second Language or Language other than English class). Our target student population for Home language Arts Progressions are students developing a home language (students in Native Language Arts or language classes for speakers of that language). Teachers target their instruction to students based on the five levels of proficiency and literacy in the new or home language. This includes Entering, Emerging, Transitioning, Expanding, and Commanding. The main objective of these progressions are to help teachers plan, organize, and implement instruction while taking into consideration high order thinking skills required to meet NYS Common Core Learning Standards as well as the wide range of language and literacy skills.
- Performance indicators address each of the four modalities (listening, speaking, reading, and writing). Teachers analyze data from NYSESLAT, MOSL, and project based informal assessments throughout the year to identify how students at each of the five levels meet the Common Core standards for their grade level, using grade level text, and appropriate supports. In addition, appropriate scaffolds are used to establish a clear understanding of how students meet the indicators using grade level content and text. All of our resources are used in catering to the linguistic demands of ENL & bilingual students at JHS 190 in order to help students understand and use specific words, phrases, and forms of language, as well as meet the Common Core Standards.
- JHS 190 applies the biligual common core initiative progressions in different classrooms and programs. It has and continues to be used by our teachers to target instruction for specific student populations. This includes students developing a new language and/or learning a language other than English as a new language, and/or in a transitional bilingual program. As a result, our teachers use strategies to design intervention activities and develop literacy skills for students who are new to the US school system (lacking literacy in any language), new with appropriate literacy in their home language, new without age-appropriate literacy in their home language – a.k.a. SIFE, entering US schools as emergent bilinguals but have been in the US school system for longer than three years (listening & speaking abilities in English but for a variety of reasons lacking age-appropriate literacy abilities – LTELs), and new to the US school system with Disabilities (students in Special Education).
- The New and Home Language Arts Progressions are designed to help our teachers plan instructions in different classroom settings, develop appropriate expectations for students at different levels of language and literacy levels, use content area texts to increase understanding of academic language, provide multiple points of entry for students, and differentiate instruction for students based on language programs and settings. The performance indicators include but are not limited to the following: differentiated linguistic scaffolds, scaffolds that target content area demands, formative assessments according to levels, and specific language objectives. Progressions are also used by teachers working in content area classrooms with students learning English. Professional learning opportunities are available on a weekly basis by administration, ENL teachers, and Turnkey Professional Learning completed outside of the school building, all of which are implemented to support our content area teachers. Knowing how to scaffold the language and the content for the Common Core standard being targeted will help ensure that all our teachers are able to design instruction based on the needs of English Language Learners.
- Our bilingual program allows teachers to use the New and Home Language simultaneously . Objectives address oracy and biliteracy, but development of both languages are not always bilateral. For example, one student might have a Home language literacy level at Transitioning level but only an Emerging level in the New Language. These different levels are taken into consideration in order to effectively scaffold content and academic language instruction. Our foreign language full immersion model uses the stages of language development as a guide for instruction. This includes the point of entry for students and the language development goals of the foreign language program. Specific students are exempt from taking foreign language all together.
- Teachers actively pursue numerous strategies to take into consideration the information included above and effectively use it for instructional purposes. First, establishing objective with assessments in mind. Second, implementing a 5-10 minute individual exercise to start the class (re-teach, review, revisit, capture student interest, address prior knowledge). Third, using all four levels for depth of knowledge questioning to check for understanding and increase engagement. Fourth, instill student error scaffolds for helping students generate ideas and/or encounter the right answer. Fifth, using “think” ratio techniques to reduce teacher talk and push student thinking. Sixth, creating differentiated instruction that covers different levels of student performance. Seventh, incorporating peer to peer support strategies to reinforce literacy, language, concepts, and topics. Lastly, student self evaluation, exit tickets (brief class-ending activity to check for understanding of that day's lesson), homework, and projects (essays and/or interactive group work).
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

The success of our programs for ELLs is evaluated by the overall numbers of students scoring commanding on the NYSESLAT and the movement of our ELL population in all levels. According to the AMAO 2, ELLs have been meeting and exceeding the baseline targets.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When the parent(s) or legal guardian comes in to enroll a student, a series of steps is taken to correctly identify the student’s eligibility as an English Language Learner. The steps are completed within ten days from the student’s enrollment date. All the documents are kept in the student’s CUM folder once the process is completed. 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. It is offered in both English and the home language if available. An on-site translator or over-the-phone translation service is provided if requested or necessary. Upon the completion of the HLIS, numbers one through five from Part I are carefully reviewed. If the answers, especially for number five, indicate any languages other than English, the child is identified as a candidate for informal oral interview for ELL identification process. Mrs. Marilyn Grant, Principal, conducts the informal oral interview. 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 or Ms. Krista Kelly conducts a more in-depth screening and facilitates the oral interview in English and in the student’s native language if the translation service is available. Then the parent/guardian is guided to watch the Parent Information Video in their native language if available and completes the Parent Selection Form. The parent choice for the child is then logged in the ATS. During the informal interview, if the student speaks little or no English, the NYSITELL will be administered to correctly identify the student’s English proficiency. If the student scores any levels below Commanding on the NYSITELL, the student is identified as an ELL and will be placed in the ENL program in integrated and/or stand-alone settings according to the identified proficiency level. The parent receives the Placement Letter indicating the placement of the student in the chosen or available program. If the student scores at or above Commanding level, the student is not identified as an ELL, and the parent receives the Non-Entitlement Letter informing the results and placement of the student. For Hispanic/Latino ELLs, the Spanish LAB is also administered by an available Spanish pedagogue to measure their native language proficiency.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Upon registration, parents answer the Home Language Identification Survey (HLIS) with a short in-person interview by a pedagogue and the translator if necessary. During the interview, the student’s previous educational background is also surveyed. Questions one through four from Part Two, especially number one, of the HLIS are carefully reviewed by an ENL pedagogue and/or a translator if necessary. If the parent or guardian indicates any possible interruption or inconsistency in schooling, the student’s educational background and academic skills need more in-depth investigation. For a more detailed survey, parents provide student transcripts from last school/grade attended. Based on the previous educational background survey, the student will be identified as SIFE if the non-schooling time amounts to two years or more. All these steps to identify SIFE takes place within 30 days from the day of the student’s enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For the students with IEPs, the identification and placement process takes within 20 days of their enrollment. There are two different types of newly admitted ELLs depending on their previous place of residence. If the student with an IEP comes from a state other than New York and the student’s home language is other than English, the school Language Proficiency Team (LPT) reviews the evidence of the student’s English Language Development. Also, his/her IEP is reviewed using the comparable service plan. The school psychologist Ms. Belle Ku reviews the IEP to confirm the appropriate services for the student. Within the required time, the student will go through the re-evaluation process to update their IEP. Ms. Susan Monahan, AP and the Director of Special Education, Ms. Gomez, the IEP specialist, and all the content teachers including the ENL teacher will have a conference with the parents and service providers to correctly determine the appropriate services for the student during the re-evaluation process. If the student with an IEP comes from other countries and their home language is other than English, the parent or guardian is interviewed by one of the ENL pedagogues,

Ms. Jean Kim or Ms. Krista Kelly, and/or an administrator, Mrs. Marilyn Grant, Principal, or Ms. Josephine Aulicino, AP and Director of the ENL Department, with an interpreter if available or over-the-phone interpretation service for more detailed information. The parent/guardian is requested to provide proper documents that indicate the student's IEP. The document is then translated for more accurate information regarding the necessary services. Once the documents are ready, a social worker conducts an interview with an interpreter if necessary to open the case to properly address the student's needs and to provide services according to the federal and state standards and regulations. Based on the review, the LPT recommends whether the student is a candidate for the NYSITELL. If the student with an IEP is not eligible for the NYSITELL, the LPT recommendation is sent to the principal for review. Mrs. Grant then determines whether to recommend the student for the NYSITELL or to recommend for superintendent review. Once the Superintendent review is recommended, the parent/guardian is notified within three days. Then the superintendent determines the student's eligibility for the NYSITELL. Depending on the superintendent's decision, a proper follow-up takes place in notifying the parent/guardian and ELL Identification process. If the student with an IEP is eligible for the NYSITELL, the student follows the same steps of ELL Identification process as the student without an IEP. Newly enrolled ELL students without an IEP are given the NYSITELL assessment to determine their level of proficiency. If the student's home language is Spanish and the student scores any levels lower than Commanding, the student is also administered the Spanish Lab to measure the Spanish proficiency. The NYSITELL and Spanish Lab administration takes place within ten days of the student's enrollment. Upon the completion of the NYSITELL, the results and placement of the student are informed to the parent/guardian via Parent Notification Letters in both English and their preferred languages, if available.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Upon completion of the NYSITELL within ten days of the student's enrollment, the answer sheet is scanned. Once the score is determined, Parent Notification letters are distributed by the pupil accounting secretary within five days upon the completion of the NYSITELL. The letters are sent in both English and the parent's preferred language if available.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

In the last section of the Entitlement Letter, the parent/guardian's right to appeal, timeline and the designated contact is indicated. The parent/guardian has the right to appeal the child's ELL status within 45 days from the child's enrollment. Ms. Aulicino, AP and Director of the ENL department, reviews the appeal decision. The Entitlement Letter is sent out in both English and the parent/guardian's preferred native language if available. The copies of the letters are filed and kept in the student's CUM folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The identification and enrollment process takes place within ten days of the student's enrollment. Upon completing of the identification and registration process, guardians are escorted by one of the certified ENL teachers, Ms. Jean Kim and Ms. Krista Kelly, to a mandatory orientation meeting to inform the parents of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) available in New York City without revealing available programs at Russell Sage JHS. In an 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 the student's enrollment. Usually, Parent Selection Forms are collected on the spot. On the other hand, the parent/guardian is informed that the form needs to be completed and collected within five calendar days from the orientation. If the parent does not return the Parent Selection Form within five calendar days, the school contacts the parent on the phone, via mail, and/or through the student to inform that the student must be placed in the bilingual program. Since there is one bilingual special education class in grade six, the student will be placed in an ENL class. If the parent/guardian returns the Parent Selection Form, and the choice is the ENL program, the student is placed in the program immediately with level-appropriate schedules with integrated and/or stand-alone services. If the parent/guardian chooses Dual Language or Transitional Bilingual education in grade 7 and 8, the parent/guardian is informed that their choice is not available in the school. Furthermore, the parent/guardian is informed of their choice to keep the student in the school in the ENL program until the school enrolls 15 or more prospective students of the same language group or to transfer the student to a different school where the selected program is currently available. The conference is held as the form is being collected in the parent/guardian's preferred language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the orientation 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. Once all entitlement letters and Parent Survey and Program Selection forms are collected, they are securely stored in a filing cabinet.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Pupil Personal Secretary monitors the Parent Survey and Program Selection forms. Upon review of the student folder, the secretary makes sure all forms are complete. If a survey or any form has not been completed, outreach is made to the parent via phone call and a letter home in the parent's preferred home language.

9. Describe how your school ensures that placement parent notification letters are distributed.
The Pupil Personal Secretary creates/fills out the notification letter in the parent's preferred home language. One is sent to the home address and another is backpacked home with the student.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Each child is assigned a cumulative folder where all pertinent documentation is kept. The pupil personnel secretary, Ms. Maureen Camus, is responsible for maintaining all student documentations and folders. Folders are placed in a secure area in the guidance office.
11. 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. Integrated and stand-alone ESL). Lastly, a testing schedule is created detailing the date and time of each booklet within the appropriate testing window. Make-up tests are given within the appropriate make-up time frame. 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The RLER-LAT report is run and reviewed. Once entitlement is confirmed, the Pupil Personal Secretary generates letters in parent's preferred home language and sends to home and backpacks a letter with the student.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 well below the city minimum of 15 students in two contiguous grades to implement additional program models. However, this year we were asked to implement a Bilingual Special Education class and it has been put into effect. There are five students in the 12-1-1 setting. We offer integrated push-in and pull-out programs for all 6, 7, and 8 grade ELLs as well as former ELL 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.
The organizational and program models depend on the students' English proficiency level determined by the NYSESLAT/NYSITELL and their Individualized Educational Plans. All content area instruction follows a departmentalized model (e.g. Mathematics, English Language Arts, Science, Social Studies, and Foreign Language) while ENLs follow this model with heterogeneous push-in/integrated. Students who are on the entering/emerging spectrum have access to both integrated as well as a heterogeneous stand-alone model.
 - TBE program. *If applicable.*
Students in this program are entering/emerging and have access to both integrated as well as stand-alone ENL instruction. Students in the TBE program spend instructional time primarily in the home language (Spanish in this case).
 - DL program. *If applicable.*
N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ENLs follow a block program, receiving scaffolded content instruction in English from content area licensed pedagogues. Likewise, ENLs-SWDs receive the same content instruction as their peers in either an ICT, 12:1, or 12:1:1 classroom setting. ELLs receive services in both stand-alone heterogeneous block model, with a licensed ELL pedagogue providing additional support in ELA and Math. 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 ENL and ELA are provided as per NYS CR Part 154 for all English Language Learners.

3. Describe how core content is delivered in each program model. 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 ENLs from grades 6 to 8 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 subgroup. 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 Entering, Emerging, Transitioning, and Expanding newcomers and ELLs who are required to take the ELA state assessment are addressed in differentiated instruction. Entering and Emerging students 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, Entering and Emerging students are partnered according to their native languages to support the use of the primary language in learning English. This model creates an educationally sound and safe environment for students to reinforce and build social interaction skills. The Transitioning and Expanding 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 Transitioning and Expanding 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 the Common Core Learning standards for ELLs. The instructional plan is for these ELLs to develop 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 home languages throughout the year?

All ENL students are appropriately evaluated in their home language with the assistance of on-site and phone translation services. Furthermore, their home 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 teacher created assessments, ELL Periodic Assessment and NYS MOSL assessments.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

ENLs 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 the development of reading and writing in the content areas. Former ELLs will continue to receive testing accommodations, extended time and bilingual glossaries in content areas as well as ENL services on a needs basis.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

In the last section of the Entitlement Letter, the parent/guardian's right to appeal, timeline and the designated contact is indicated.

The parent/guardian has the right to appeal the child's ELL status within 45 days from the child's enrollment. Ms. Aulicino, AP and the Director of the ENL department, reviews the appeal the decision. The Entitlement Letter is sent out in both English and

the parent/guardian's preferred native language if available. The copies of the letters are filed and kept in the student's CUM folder.

8. 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?

The varying needs of ENL -SWD who are required to take State assessments are addressed in the differentiation of instruction. Students 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. Students are partnered according to their native languages to support the use of the primary language in learning English. A newly purchased National Geographic technology program allows students to have additional enrichment opportunities in reading, writing, listening and speaking at home as well as within a classroom setting. These models create an educationally sound and safe environment for students to reinforce and build social interaction skills. Furthermore, the curriculum incorporates computer-based activities to promote computer literacy for the ELLs with disabilities to provide equal access to all content areas and completion of tasks.

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

Based on IEPs, students are placed in the least restrictive environment. All programming is done to ensure flexibility enabling all students access to all programs. The same curriculum is taught throughout with modifications to help students achieve success across all academic areas.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

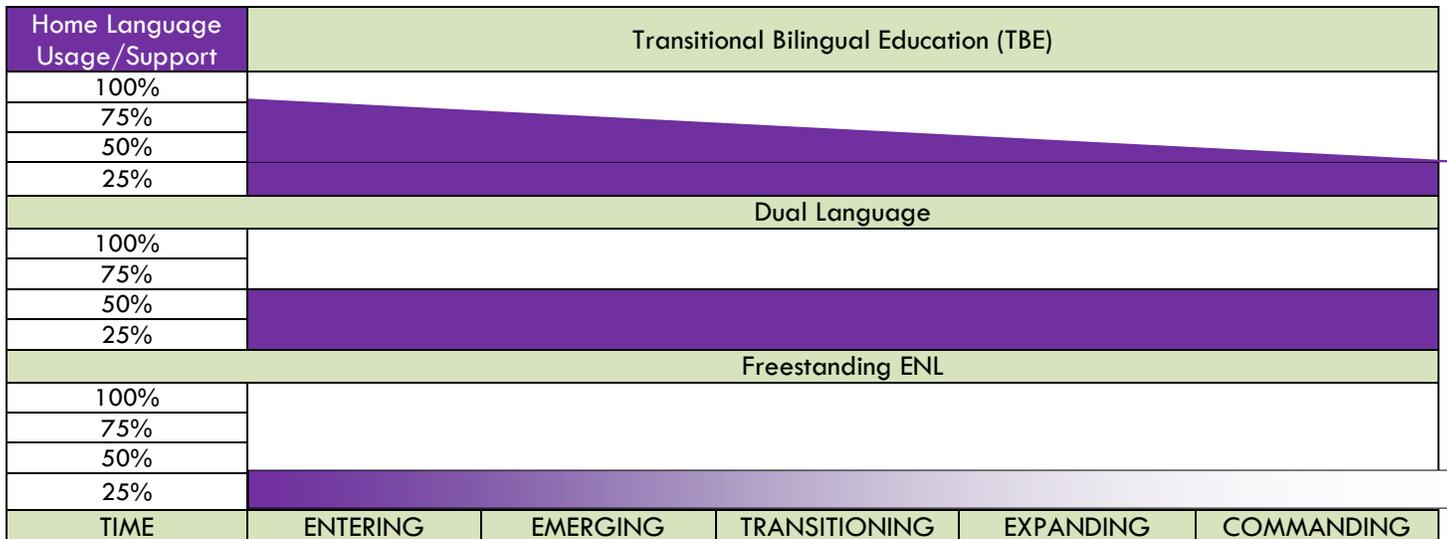


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. In conjunction with the OELL and STEM, ELLs will participate in a STEM program with the chosen partner selected by Miguel Cordero and Odalys Ineri from the OELL. The program is mainly focused on integrating technology and language to motivate the ELLs through the interdisciplinary topics, promoting inquiry-based critical thinking hands-on activities and multimedia production. 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 glossaries 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.
11. 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 the overall ELL progress and high passing rate on the NYSESLAT.
12. 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.
13. 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.
14. 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. The majority of our ELL population is mainstreamed and experience the same quality of instruction 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 instruction. Similar to mainstreamed students, many current ELLs and previous ELLs take advantage of after school programs offered through school, such as Math Club, SHSAT and the Beacon Program. All ELLs participate in after school events and programs offered through Urban Advantage parallel to the mainstreamed students.
15. What instructional materials, including technology, are used to support ELLs? Include core 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. Technology is integrated throughout 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, will afford students ample opportunities to maintain and further develop their listening and speaking skills in creating a multimedia end product such as slide shows, 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, interviewing, and narratives. The National Geographic Program will also provide web-based assessments and scaffolded materials in both English and their native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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 home 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' home language during group work to clarify meaning and understanding. Content instruction emphasizes academic vocabulary development in an effort to make content comprehensible while supporting language development. Students' prior knowledge is recognized, specifically their home language, and when possible, translated texts are offered in assisting the cross-linguistic transference between the native language and English. In an effort to draw upon the native language, bilingual glossaries based on content reading and vocabulary is created and implemented throughout the year. Instructional design and delivery take students' native language into account, as it is an invaluable resource.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services are provided as per amended CR Part 154. Support and resources correspond to age and grade levels drawing heavily from informational texts aligned to meeting the Common Core Standards.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We have a Title III after school program held twice a week providing enrichment to all ELL students.

19. What language electives are offered to ELLs?

Students who have tested Transitioning, Expanding and Commanding on the NYSESLAT are offered Latin, Spanish or French depending on class placement.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All school personnel will attend Professional Learning offerings from District as well as City-wide Professional Learning. Key personnel will turnkey information. The entire Russell Sage community will have access to and will take advantage of the professional Learning workshops offered on Mondays that will take place throughout the school year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All Russell Sage personnel will take advantage of professional learning 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 learning will take place in November and in June. Topics include training but are not limited to access to SMARTBoards and Skedula, implementation of technology to develop all four modalities of language, specifically listening and speaking. Professional Learning in navigating SESIS will be provided to assist pedagogues in the assessment and tracking of student progress. Hour long professional learning 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 learning opportunities will take place during Lunch-and-Learn sessions on a needs-basis. Teachers of ELLs will continue to teach and learn instructional strategies from professional learning provided by qualified specialists. All ELL personnel will be offered professional learning in how to use and interpret data from various state assessments, such as MOSL Assessments, NYS Math, NYS ELA and the NYSESLAT. 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. The professional learning 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.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Many school events such as School Dances, fundraising, picnics, bake sales, and other various school trips take place occasionally to create and promote school community where the students feel welcome and safe. Also, professional learning will be offered by the Guidance department and well as ENL teachers to share ideas and to expand the effort to the community.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All Russell Sage personnel will continue to take advantage of Monday Professional Learnings as well as Lunch-and Learns offered throughout the school year. Any Professional Learning opportunities provided by the Office of ELLs will be shared with the entire staff by e-mail. The content teachers along with the entire staff will be encouraged to attend a minimum of two professional learning sessions with focus on ELL related topics. As per Bi-lingual/ENL teachers, the priority will be placed on ELL related professional learnings including AMAO, NYSESLAT, NYSITELL and MOSL trainings. Agendas will be provided for all meetings and attendance will be taken to ensure the participation of staff members. Agendas and attendance are being kept in the main office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator, Shoko Obata, as well as our PTA send out calendars in parent's preferred languages and fliers via Skedula, our on-line communication site, informing parents of events and activities throughout the school year. The Parent Coordinator is also 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 the Academic School Year, March - NYS English and Mathematics Test and NYSESLAT and May - Promotion and Graduation Criteria. For all school events, interpretation services are available.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? On Saturdays, the PTA is providing free adult English classes taught by licensed teachers which are offered to interested parents.
5. How do you evaluate the needs of the parents?
As stated above, the parent coordinator makes outreach to parents and surveys their needs in the parent's preferred home languages.
6. How do your parental involvement activities address the needs of the parents?
The parent coordinator, Shoko Obata makes outreach to parents. The needs of ELL parents are surveyed during the orientation meeting at the beginning of the academic year and periodically throughout the year. Based on the needs and surveys, everything is done to ensure workshops are offered throughout the school year to address questions and concerns.

D. Additional Information

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

Paste response here:

School Name: Russell Sage JHS

School DBN: 28Q190

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marilyn Grant	Principal		10/30/15
Josephine Aulicino	Assistant Principal		10/30/15
Shoko Obata	Parent Coordinator		10/30/15
Ana Marie Restrepo	ENL/Bilingual Teacher		10/30/15
Susan Lee	Parent		10/30/15
Jean Kim/TESOL	Teacher/Subject Area		10/30/15
Krista Kelly/TESOL	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Mariella Russo	School Counselor		10/30/15
Mabel Muniz-Sarduy	Superintendent		10/30/15
Joshua Metz	Borough Field Support Center Staff Member _____		10/30/15
Susan Monahan	Other <u>Assistant Principal</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q190** School Name: **R**
Superintendent: **Mabel Sarduy**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. Parents also have an opportunity to see the video in various languages regarding services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Russian, Bengali, Chinese, Japanese, Hebrew, Spanish, Uzbek, Dari, Farsi, Persian, Tadzhik, Bulgarian, Korean, Arabic, Portuguese, Indonesian, Urdu, Armenian, Mandarin, Cantonese, Bosnian/Serbian, Vietnamese, Yoruba, French, Polish, Czech, Ukrainian, Serbo-Croatian, Burmese, Romanian, Italian, Hindu, Albanian, Filipino.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Calendar, school activities, High School Fair, Parent Workshops, Meetings, Letters, PTA meetings, Learning Leader Workshops,

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Sept. 16 - Curriculum Night
Sept. 22 - Learning Leaders High School Application Process
Oct. 1 - Middle School Fair
Nov. 17 - Student-Led Parent/Teacher Conferences
March 17 - Student-Led Parent/Teacher Conference
May 11 - Student-Led Parent/Teacher Conference
Ongoing: Guidance outreach, Teacher outreach, PTA outreach, Parent Coordinator outreach

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Communications coming from the school are translated through Pupilpath, for online communication. School personnel and parent volunteers are also valuable resources. We also utilize the Translation and Interpretation Unit for written translation services, as well as on-site interpreters ie. Student-Lead Conferences.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We will continue to utilize in-house school staff as well as the Translation and Interpretation Unit during our student-led conferences. Title III parent meetings, held three times a year, ESL teachers will continue to send out feedback surveys for parents to request interpretation services. Interpreters for various languages are then called in to assist parents and teachers. PTA website provides translating services for parents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The main office personnel were issued T&I Brochures, Language ID Guide. When non-English speaking parents come in, office staff shows them the Language Palm card. The language Palm card is located at the main entrance to the building as well as in the main office, Guidance Office, Dean Office as well as assistant Principals' offices. Translation and Interpretation Brochures were distributed to all staff members. A profession learning session has been scheduled for October 19 where clarification and question and answer period will take place. The LAC will be available throughout the school year to address questions regarding the TI services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

There are two (2) large Welcome posters. One is situated in the lobby at the entrance of the building. A second large poster is located on the wall near the amin office. The Parents guide to Language Access was scanned and sent to all parents through Skedula/Pupilpath, our on-line communication site. The safety agents at the main desk were issued Language ID Guides for easy access. There is a second language guide by the Safety Agents' desk. There is a Language ID Guide situated in the main office. The Parent Bill of Rights was disseminated and posted on the PTA website.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys will be distributed by the Parent Coordinator, verbal feedback.