2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 28Q190
School Name: J.H.S. 190 RUSSELL SAGE
Principal: JOHN GREGGO
Comprehensive Educational Plan (CEP) Outline

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Section 2: School Leadership Team (SLT) Signature Page

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Section 4: CEP Overview

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  - Section 5D Framework for Great Schools Element - Effective School Leadership
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Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

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Section 1: School Information Page

School Information

School Name: Russell Sage J.H.S

School Number (DBN): 28q190

BEDS Code: 342800010190

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: John Gregg

Email Address: jgreggo@schools.nyc.gov

Principal: John Gregg

UFT Chapter Leader: Denise Collin

ElanaWhite

Parents’ Association President: Debra Fries

SLT Chairperson: Kim Monroe

Title I Parent Representative (or Parent Advisory Council Chairperson): NA

Student Representative(s): NA

CBO Representative: NA

District Information

Geographical 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

Field Support Center (FSC)
Queens South

FSC:  

Executive Director:  

82-01 Rockaway Boulevard, Ozone Park, N.Y. 11416

Executive Director’s Office Address:  
mwilks@schools.nyc.gov

Executive Director’s Email Address:  
917-520-6743

Phone Number:  

Fax:  
718-642-5855
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Gregg</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Denise Collin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Debra Fries</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
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<tr>
<td>Parent</td>
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<td>Parent</td>
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<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Kim Monroe</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>NA</td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

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### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

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### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. What is your school’s mission statement?

   The mission of Russell Sage JHS, in collaboration with students, families and the community, is to inspire and empower every student to be a life-long learner and problem solver, guided by the practice of inquiry. Further, we endeavor to foster an appreciation for the beauty and diversity of our world, and prepare our students to face ethical challenges with respect for self and others. We strive to ready our students for high school, college, career and to serve the community in a positive and impactful manner.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Instructional Focus:

To engage every student through the strategic development of rigorous, comprehensive, standards-aligned curriculum and instructional mapping.

Russell Sage JHS 190Q serves 1059 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, 7% Black, 27% Hispanic and 30% White. Approximately 6% of our students are English Language Learners. Our special needs population is 8%. Overall student attendance is 95%. Teacher attendance is 96%. We are an unscreened middle school. The student population is heterogeneously grouped within each grade and supported by a pedagogical staff of 80 teachers. 94% of our staff have more than three-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. Classes which culminate in NYS Regents’ assessments are offered in Mathematics (Algebra I), Science (Living Environment) and Social Studies (U.S. History and Government) for all 8th grade students. All students are programmed to receive Spanish as their foreign language in 7th and 8th grade with an opportunity to take the Language Proficiency Examination in 8th Grade. Russell Sage offers classes in visual arts, instrumental music, chorus, and dance. Students are encouraged to continue a sequence in art or music in order to audition for specialized high schools. 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 and during the school day, as needed. 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 2017-2018, 81.8% (335) of our school’s 8th graders earned high school credit in 8th grade.

Current data for school year 2017-2018 show 61.6% of our students met State standards on the NYS Math Exam. The City average was 32% and the District was 52%. 62% of our students met the ELA State Exam. The City average was 41% and the District average was 51%.

Current 8th grade data for school year 2017-2018 shows pass rates for the following Regents exams:

Algebra I: 73%

U.S. History & Government: 75%

Living Environment: 81%

The results above represent the entirety of our grade 8 graduating class and is also representative of the percentage of students leaving Russell Sage with high school and/or Regents exam credits

Additionally, we also offer a variety of co-curricular activities for our students to participate in. They include:

PENCIL Partnership with Jet Blue
3. Describe any special student populations and what their specific needs are.

Special populations are our ELL and SWD students. Their current needs are improvement of academic vocabulary and initiating higher order thinking questions. All SWDs have specific individualized goals evidenced in their IEPs.

4. Identify 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.

The element of framework for great schools that we made the most progress over the past year was collaborative teachers. This is evidenced by the attainment of our goal last year which was: By June 2017 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 2017 MOSL. We did meet this goal and surpassed our expectations through carrying out our action plan. Our key area of focus this school year is Rigorous Instruction and Trust.

Teacher Teams have reviewed and assessed instructional materials, specifically the Expeditionary Learning Modules and prior teacher-developed curriculum based on the CCLS explicitly dealing with supporting claims with clear reasons and relevant evidence.

Teacher Teams came together to plan lessons, share best practices and review student work to develop a common understanding of what work meets the standard. There were discussions of close readings of informational texts during mini lessons. They also created common tasks and assessments to facilitate modifying current instructional strategies for claims and counter-claims.

Along with the above strategies, teacher teams continued and 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 was initiated during the 2016-2017 school year and will continue during the 2017-2018 school year to address these issues.

Additionally, after an analysis of the NYS Mathematics and ELA assessments we have concluded the following standards will be our focus for the 2018-2019 school year:

**Grade 6 ELA Focus Standards:**

**Writing to Sources:**

R.I. 6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

R.I. 6.5- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

R.I. 6.6- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Grade 7 ELA Focus Standards:**

**Reading and Writing:**

R.L.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

R.I. 7.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

R.I. 7.6- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Grade 8 ELA Focus Standards:**
**Reading:**

R.L. 8.2- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**Writing to Sources:**

R.I.8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

R.I.8.6- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Grade 6 Math Focus Standards:**

6.EE.A.3- Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.

6.EE.A.4- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.

**Grade 7 Mathematics Focus Standards:**

7.RP.A.2- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

7.SP.C.5- Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

**Grade 8 Mathematics Focus Standards:**
## School Demographics and Accountability Snapshot for 28Q190

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06,07,08</td>
<td>1055</td>
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</tr>
</tbody>
</table>

### English Language Learner Programs (2018-19)

| Transitional Bilingual | Dual Language | Self-Contained English as a Second Language | N/A |

### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>83</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td># SETSS (Math)</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>80</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

### Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | Mathematics Performance at levels 3 & 4 | N/A |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

### Student Performance for High Schools (2016-17)

| ELA Performance at levels 3 & 4 | Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | 6 Year Graduation Rate (2011 Cohort) | N/A |
| Regents Diploma w/ Advanced Designation | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

### Overall NYSED Accountability Status (2018-19)

| Award | Recognition | N/A |
| In Good Standing | Local Assistance Plan | No |
| Focus District | Focus School Identified by a Focus District | No |
| Priority School | Focus Subgroups | N/A |

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
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</table>

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

<table>
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<tr>
<th>American Indian or Alaska Native</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

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<th>American Indian or Alaska Native</th>
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<th>Students with Disabilities</th>
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<tr>
<td>N/A</td>
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#### High School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

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<th>American Indian or Alaska Native</th>
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<th>Students with Disabilities</th>
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<tr>
<td>N/A</td>
<td>N/A</td>
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**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

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<th>American Indian or Alaska Native</th>
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<th>Students with Disabilities</th>
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**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

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<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2018-19 CEP 14
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Russell Sage is dedicated to promoting rigorous instruction to all students. Using our 2018 NYS Assessment data, currently 61.6% of our students scored a Proficiency rating of 3 and above in mathematics. Additionally, 62.3% of students scored a level 3 and above on the 2018 ELA assessment.

Separately, 66.7% of our ENL students exhibited progress.

In grade 8 all students were afforded the opportunity to sit three NYS Regents assessments, Algebra I, Living Environment and U.S. History and Government. A total of 324 grade 8 students sat for Algebra I and resulted in a passing rate of 73%. In Living Environment at total of 282 students were assessed resulting in a pass rate of 81%. In U.S. History and Government, 291 students were assessed and resulted in a 75% pass rate.
Science - Living Environment Regents

- All: 77.44
- General Education: 80.13
- Special Education: 54

Average - Raw Score vs. Average - Scaled
Social Studies - US History Regents 20

- All: 47.03 (Average - Raw Score), 75.14 (Average - Essay Score), 57.6 (Average - Raw Score)
- General Education: 47.03 (Average - Raw Score), 4.7 (Average - Essay Score)
- Special Education: 35.6 (Average - Raw Score), 2.95 (Average - Essay Score)
Our priority need is to continue to review and amend curriculum maps to give ALL students the opportunity to sit Algebra I, Living Environment and U.S. History and Government Regents for grade 8 classes consistent with the Chancellor's priority of Accelerated learning and instruction and Advancing Equity. Additional supports will focus on our Special Education and ENL students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, all teachers will continue to develop and implement rigorous curriculum for all departments with an emphasis on increasing academic rigor leading to Algebra I Regents as evidenced by student outcomes of the aforementioned NYS regents assessment, increasing the number of grade 8 students graduating Russell Sage with high school credits by 10% of current levels.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate administration of pre and post assessments per marking period in order to analyze and measure student growth and use it to drive instruction, student grouping and amendments in curriculum maps.</td>
<td>All Students</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Curriculum team members, Instructional Team members, Data Specialist, teachers</td>
</tr>
<tr>
<td>Professional Learning opportunities will be provided to support teachers in planning and utilization of data and goal setting in order to support above proficiency students in extending their learning.</td>
<td>All Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Curriculum team members, Instructional Team members, Data Specialist, teachers</td>
</tr>
<tr>
<td>With the support of licensed ENL and Special Education teachers our curriculum maps will contain multiple entry points for all learners as evidenced by student need from data collected on department assessments.</td>
<td>All Students</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Curriculum team members, Instructional Team members, Data Specialist, teachers</td>
</tr>
<tr>
<td>Teacher Teams will review and assess instructional materials, specifically Expeditionary Learning Modules and prior teacher-developed curriculum based on the CCLS and will incorporate Socratic Method as well as leveled book clubs..</td>
<td>All Students</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Curriculum team members, Instructional Team members, Data Specialist, teachers</td>
</tr>
<tr>
<td>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.</td>
<td>All Students</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Curriculum team members, Instructional Team members, Data Specialist, teachers</td>
</tr>
<tr>
<td>We bring together our school and our community to support our students throughout the school day and beyond by informing parents through IO Classroom, 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,</td>
<td>All Students</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Curriculum team members, Instructional Team members, Data Specialist, teachers</td>
</tr>
</tbody>
</table>
deans, and our SAPI worker. College and career readiness will be promoted through school-based activities as well as corporate partnerships.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Strategies that we will be using to engage families and support their understanding of Rigorous Instruction and the Common Core is to increase parent involvement and engagement by continuing to use IO Classroom a web-based program to provide communication between home and school, as well as th implementation of. Google Classroom We offer parent engagement conferences on Tuesday afternoons, and family night activities. The Parent Coordinator regularly communicates via email and telephone. We also plan to have a family STEM night, family Social Studies night, Lunar new year celebration, family ELA night.

### 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 following resources will be needed and made available:

- 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, Borough Field support Center, Professional Learning Committees, PTA, Parent Coordinator, District Parent Advocate, Parents, Corporate Partnerships
- Expeditionary Learning Materials
- Supplementary Reading Materials
- Minimum of six 41-minute instructional periods per week of ELA, minimum of five 41-minute instructional periods per week of Social Studies and Science.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   | Tax Levy |  || Title I SWP |  || Title I TA |  || Title II, Part A | x | Title III, Part A |  || Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| x | C4E |  || 21st Century Grant |  || SIG |  || 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.

Both at the start and end of each marking period Pre and Post Quarterly Assessments will be employed to monitor student progress. These assessments will be created by the assessment team of each subject. Further, assessments will be standard aligned so that they will provide actionable feedback when reviewing item analysis. Upon completion of analysis, amendments of the curriculum maps will take place addressing areas of need. At the midpoint of the school year student will be administered a mock Regents Exam. Results will be correlated and analyzed to provide course instruction for the duration of the academic year.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Assessment teams will create subject pre and post assessments on DDC to monitor student progress. Each question will be drawn from past Regent Exams and aligned to a standard, which will lead to an item analysis. Upon conclusion of the analysis focus standards will be identified, curriculum maps amended and student outcomes will increase.

#### Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

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

Based on the 2015-2016 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 2018-19 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 2019, our students will know of at least one staff member that they can trust and be supported by thereby creating a positive student culture. This will be evidenced through surveys from students and will result in a 10% increase on the learning environment survey question regarding the percentage of students that say teachers notice when they are upset or having emotional difficulty.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |
<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our deans will create a dean's council consisting of model students to be the voice of their peers assisting with student concerns, bullying issues, peer mediation and general social support.</td>
<td>All Students</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>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.</td>
<td>All Students</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>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.</td>
<td>Grade 6 Students</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>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 Deans will address social attitudes during student assemblies on a weekly basis beginning in September 2017. Here respect for all will be targeted as well as language from the school survey to empower students to have their voices heard.</td>
<td>All Students</td>
<td>Sept 2018-June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.**

From September 2018 through June 2019 we will continue to use Skedula, a web-based program that fosters communication between home and school. We will continue our Student Led Parent Teacher Tuesday. Parents will be
invited in for Learning Walks in which parents will be escorted to specific classrooms to identify best practices such as student engagement, student discussion and student assessment. Parents will identify and be provided with scaffolds to assist their children at home. Also, each month Russell Sage send home a parent newsletter to keep students informed of topic in each subject, CEP goals with progress included and continued parent workshops sponsored by our parent coordinator.

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, SAPI, Peer Mediator, Faculty, parents and students will be involved. Instructional resources and schedule adjustments include use of the library to hold parent briefings prior to classroom walk throughs. Per-session may be available for both teachers and supervisors to hold evening workshops for parents, provided budget availability.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, teachers will administer an in-house, Mock 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. The results of this benchmark will be correlated and aligned to the public NYC School Survey to assess progress. To assure the benchmark assessment is accurate, we will utilize the same questioning used in the original survey.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The specific instrument utilized will be a school created Learning environment survey.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

After analyzing multiple data sources including the NYC School Survey, internal staff surveys, Advance data, the determination was made to set a goal to increase professional learning opportunities for teachers. In the most recent school survey regarding rigorous instruction, when asked "Overall, my professional development experiences this year have:

been sustained and coherently focused, rather than short term and unrelated: 42% responded in disagreement
included opportunities to work productively with teachers from other schools: 64% responded in disagreement

We are in the process of building curriculum development teams comprised of teachers. Teachers have volunteered to lead their own teams in professional learning with the focus of identifying best practiced WITHIN the school. Our staff members are attending the Teacher Leadership Program. Based on this training, the teachers will be able to lead teacher teams in ELA, Social Studies, Math, and Science on Monday afternoons. Another cohort of teachers are enrolled in Algebra for ALL and lead professional learning specifically for the math team. Another cohort of teachers are enrolled in Urban Advantage and lead professional learning specifically for the science team.

Part 2 – Annual Goal

Indicate your school's 2018-19 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 2019 we will implement professional learning opportunities and teacher collaboration among 10% of teachers. This will be evidenced via Google surveys and the learning environment survey.
### Part 3a – Action Plan

**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:

- Evidence-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).

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<thead>
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<th>Target Group(s)</th>
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<tbody>
<tr>
<td>Teachers</td>
<td>Sept 2018 – June 2019</td>
<td>Teachers, Administrators, Specialists, Instructional Support Team</td>
</tr>
</tbody>
</table>

Teachers will continue to meet regularly both horizontally and vertically during common preps as well as Mondays to collaboratively plan pre and post assessments to gauge student learning and achievement. These opportunities as well as outside Professional Learning will be made available.

Teacher Teams will meet each Monday to collaborate on Curriculum Maps, participate in lesson plan studies, share best practices and review student work to develop a common understanding of what work meets the CCLS.

Strategies that are being utilized include creating systems to bring together our school and our community to support our students throughout the school day and beyond by continuing to inform parents through Skedula, e-mails, Student Led Parent Teacher Conferences on Tuesday, 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.

Our new Instructional Support Team will meet with administration bi-monthly to review observational data, participate in research and plan instructional support calendar.

#### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

From September 2018 through June 2019 we will continue to use Skedula, a web-based program that fosters communication between home and school. We will continue our Student Led Parent Teacher Tuesday. Administrators will also introduce parent learning walks by inviting parents in to understand the Danielson observation rubric. This
ensures that parents are knowledgeable as to how teachers are held accountable for their practice and will be able to observe student engagement and curriculum in practice.

**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.

Teachers, Administrators, Instructional Support Team, Parent Coordinator, Parents

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title II, Part A</th>
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<tbody>
<tr>
<td>X</td>
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<td>Other</td>
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</tbody>
</table>

**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.

Google surveys from Teachers after each professional learning will provide regular updates on progress. Teacher ratings in Advance will be measured against the previous year providing multiple modes of assessment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Google Forms

**Part 5c.** In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The 2016-2017 Learning Environment Survey revealed that 86% of teachers say they work together to design instructional programs compared with 88% for NYC. Further 76% of teachers say they have opportunities to work productively with colleagues in their school compared with 86% for NYC. Finally, 82% of teachers say they feel responsible that all students learn compared with 86% for NYC. Although relatively high percentages are present, we underperform NYC in these areas and strive to provide support in promoting teacher leadership roles.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019 we will initiate teacher leadership roles as a mode of effective leadership and teacher growth as measured by school Google surveys resulting in increased highly effective teacher ratings in MOTP 4e by 5%.
### Part 3a – Action Plan

**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:

- Evidence-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).

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<td>Teachers</td>
<td>September 2018-June 2019</td>
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</table>

We will initiate an Instructional Support Team to drive professional learning throughout the building. Participating teachers have been enrolled in the NYCDOE Teacher Leadership Program and will be trained over the summer of 2017. This will empower teachers to showcase best practices. The instructional support team will meet and discuss observation data to target professional learning for staff.

**Introduce teacher inter-visitations and peer observations by creating instructional learning walks led by administration.**

| Teacher | September 2018-June 2019 | Principal, Assistant Principals, Instructional Support Team |

**Introduce parent learning walks by inviting parents to understand the Danielson observation rubric. This ensures that parents are knowledgeable as to how teachers are held accountable for their practice and will be able to observe student engagement and curriculum in practice.**

| Parent | January 2019-June 2019 | Principal, Assistant Principals, Instructional Support Team |

**Begin bi-monthly meetings with the Instructional support team to participate in book study, lesson plan study and review observational data to target professional learning.**

| Teacher | September 2018-June 2019 | Principal, Assistant Principals, Instructional Support Team |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Introduce parent learning walks by inviting parents to understand the Danielson observation rubric. This ensures that parents are knowledgeable as to how teachers are held accountable for their practice and will be able to observe student engagement and curriculum in practice. This, coupled with the monthly parent newsletter, will promote student/parent discussion at home. This practice will begin January 2019 and will be measured by Google Surveys following each parent learning walk.

### 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.
Human resources include Principal, Assistant Principals and Instructional Support team. School aides will be utilized for copies as needed. Parent Coordinator will invite and promote dates and continue parent outreach.

<table>
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<tr>
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<td>Other</td>
</tr>
</tbody>
</table>

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

**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.

Google surveys will be utilized to assess teacher feedback and collaboration. Administration will be ongoing. We will administer a midpoint survey in February 2018 utilizing the format of the NYC School Survey to verify mid year progress.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

NA

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the 2015-2016 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 2018-19 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 2019 J.H.S. 190 will continue to promote family night by showcasing student work and talent. This will be evidenced by an increase of parent attendance by 5%.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Parents Students</td>
<td>Sept 2018 - June 2019</td>
<td>Administration, Teachers, Guidance Counselors, SAPIs, Deans, Parent Coordinator, Programmer/Data Specialist</td>
</tr>
<tr>
<td>The Science, Math, Social Studies and ELA departments will meet to plan Family STEM night, Family Social Studies night and Family ELA night. They will develop a list of activities that incorporate topics covered in the listed subject areas. Students will lead the hands-on demonstrations. Parents and students from our nearby feeder schools will be invited to attend.</td>
<td>Parents Students</td>
<td>Sept 2018 - June 2019</td>
<td>Administrators, Teachers and Parent Coordinator</td>
</tr>
<tr>
<td>The Parent Teacher Association will enhance communication between the families and parents by frequent updates to the PTA website. The PTA will continue making the site more user-friendly by posting pertinent information and gathering photos and videos of all events taking place at Russell Sage.</td>
<td>Parents Students</td>
<td>Sept 2018 - June 2019</td>
<td>Administration, Teachers, Guidance Counselors, SAPIs, Deans, Parent Coordinator, Programmer/Data Specialist</td>
</tr>
<tr>
<td>The outside board will be updated monthly. It will detail all of the events, workshops and holidays for each month to increase communication with the parents and students at Russell Sage. 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</td>
<td>Parents Students</td>
<td>Sept 2018 - June 2019</td>
<td>Administration, Teachers, SLT Members, Parent Coordinator</td>
</tr>
</tbody>
</table>
Coordinator will also work with teachers and administrators in the following areas and workshops:

**Title III**
- Skills for successful Parent/Teacher Conferences;
- Dissemination of Parent Literature regarding city and school foci;
- Request for use of Interpreter services during meetings and conferences;
- Transitioning to middle school;
- Applying to high school

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Beacon Program

### 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.

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

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>×</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

Google Surveys after each event

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Parent attendance sheets and Google surveys

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED’s memo.</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Marking period pre/post assessments throughout the school year. 2018 NYSELAAssessment Proficiency Rating. Teacher recommendations, parent recommendations.</td>
<td>Close reading practices. Identification and remediation of focus standards. Targeting context clues.</td>
<td>Small group Peer tutoring</td>
<td>Tuesday 2:30 - 3:30 and during the school day.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Marking period pre/post assessments throughout the school year. 2018 NYSMathematics Assessment Proficiency Rating. Teacher recommendations, parent recommendations.</td>
<td>Problem of the Week/Extended response problems Focus Standards based on assessments. Application of real world mathematics.</td>
<td>Small group Peer tutoring</td>
<td>Tuesday 2:30 - 3:30 and during the school day.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Marking period pre/post assessments throughout the school year. Teacher recommendations, parent recommendations.</td>
<td>Inquiry and projects aligned to common core Reading and Content Vocabulary</td>
<td>Small group Peer tutoring</td>
<td>Tuesday 2:30 - 3:30 and during the school day.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Marking period pre/post assessments throughout the school year. Teacher recommendations, parent recommendations.</td>
<td>DBQ’s Reading and Content Vocabulary</td>
<td>Small group Peer tutoring</td>
<td>Tuesday 2:30 - 3:30 and during the school day.</td>
</tr>
<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist,)**</td>
<td>Teacher referrals and awareness of ELLs, SWDs and Lowest 1/3 College, Career and goal setting Interest Inventory</td>
<td>One on one Groups</td>
<td>As needed and in Guidance Counselor schedules</td>
<td></td>
</tr>
<tr>
<td>Social Worker, etc.)</td>
<td>Life Skills Training</td>
<td>During extended time on Mondays</td>
<td></td>
<td></td>
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<tr>
<td>----------------------</td>
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<td>----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Psychologist on Monday through Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Worker on Monday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
## Section 8: 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(s) where the response can be found.
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

### 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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[]</td>
<td>[]</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2 The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Russell Sage JHS 190, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School ESEA) 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russell Sage JHS 190 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
</table>
| 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., ESEA/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 Elementary and Secondary School 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russell Sage JHS 190, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESEA) Act, is implementing a School-Parent Compact to strengthen the connection and support of student</td>
</tr>
</tbody>
</table>
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: High Quality Curriculum

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 Elementary and Secondary School (ESEA) Act;

## I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Elementary and Secondary School Act 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

**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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- Before school
- After school
- Saturday academy

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program:

# of certified ESL/Bilingual teachers:

# of content area teachers:
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 Title III supplemental instructional program will be conducted by an ESOL K-12 licensed
teacher and a licensed teacher twice a week after school on Wednesday and Thursday from 2:35
to 4:05. The program will start October and continue through May 2, 2019. There will be one
supervisor on site overseeing the Title III program. All English Language Learners (ELLs) from
grades six through eight are invited to attend. The program is open to all ENL students.
Enrollment is voluntary. Permission slips are sent home in English, Spanish, Chinese, Russian
and other available languages two weeks to one month in advance to the first day of the program.
Signed permission slips from a parent or legal guardian is mandatory for participation. During
every session, attendance will be taken to maintain a legal record for the school. A light and
healthy snack will be provided for all participating ELLs by the school cafeteria every meeting.
Once registered, it is mandated to attend all the sessions throughout the program. In case of
absence, a medical note or other types of proper notes from a parent or legal guardian must be
submitted to the teacher or supervisor. The materials for the program include Inside Phonics by
Cengage Learning, Making Connections by Heinle & Heinle, Scholastic Action Magazine, and
other accompanying digital resources. These materials are focused on developing both social and
academic language skills for diverse ELLs. The digital resources are ELL-friendly and on-target
with learning objectives. All four modalities are incorporated into activities, and the activities are
scaffold to support ELLs with different needs. Throughout the program, the teachers will also
integrate other available resources as needed.
Currently there are a total of 106 English Language Learners enrolled in Russell Sage Junior
High School plus an additional 49 Commanding students entitled to 2 years of continued
support. There are 46 ELLs in sixth grade, 30 ELLs in seventh grade, and 30 in eighth grade.
There are 11 sixth grade, 13 seventh grade and 25 eighth grade Commanding students. Currently
the data reveals that the majority of English Language Learners are at Expanding level including
our incoming 6th graders. Out of current ELLs in the building, 60% of the students are at
Expanding level. This trend is common in all grades six, seven and eight. There are 27 6th
grade, 11 7th grade and 22 8th grade expanding ELLS for all grade levels. There are
2 Entering/Emerging 6th graders, 5 Entering/Emerging 7th graders and 5 Entering/Emerging 8th
graders. 10 transitioning 6th Graders, 8 transitioning 7th Graders and 9 transitioning 8th Grade
students. At this time, the smallest subgroup, Entering ELLs are made up of 2 Entering level
students or 2%.
Furthermore, traditionally, the ELLs at Sage are from various cultural backgrounds. The
languages include Albanian, Arabic, Bengali, Burmese, Chinese, French, Georgian, Greek,
Gujarati Indonesian (Bahasa), Hebrew, Hindi, Japanese, Korean, Malayalam, Mandarin,
Portuguese, Punjabi, Russian, Slovak, Spanish, Tajik, Ukrainian, Urdu and Uzbek. The top three
home languages are Chinese, Russian and Spanish. Nine (9) students speak Chinese
(any). Seventeen (17) speak Russian. And thirty-four (34) students come from Spanish speaking
households. Nevertheless, Sage is a school of multiculturalism.
The participating ELLs will be divided into two groups based on their academic needs
and English proficiency. Entering and Emerging ELLs will receive instruction in vocabulary
Part B: Direct Instruction Supplemental Program Information

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. Depending on availability, bilingual dictionaries and glossaries will be provided during the program and throughout the year. For the ELLs from Latin native languages, the teachers will implement instruction on pointing out overlapping cognates and false cognates in clarifying vocabulary meaning. Other group activities for diverse ELLs create an educationally sound and safe environment for students to develop and reinforce basic interpersonal communication skills through social interactions. Transitioning and Expanding ELLs will receive instruction to enhance their academic reading and writing. Since the ELLs collaboratively learn with various non-ELLs in the classroom during school hours, it is imperative to support ELLs in developing communication skills and academic reading and writing skills. Throughout the program, ELLs will be introduced to various social issues and current events. This instructional focus will implement critical thinking skills, argumentative reading and writing skills, and productive discussion skills. This will also support the ELLs who will take the New York State English Language Arts Assessment. These ELLs will be heterogeneously grouped to facilitate cross-cultural knowledge and understanding and to develop all four modalities of the English language. Students will receive instruction in test-taking strategies integrated with TESOL reading and writing strategies such as mind mirrors and double-entry journals. All the participating ELLs will continue to develop their academic language skills along with social communication skills, which can be applied across content areas as they develop these skills. This supplementary 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 provide the necessary language building blocks to academic success and prepare students for the NYSESLAT exam which will be administered in April and May of 2019.

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: ____

Training sessions 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 professional learning on the use of data and promoting academic language across content areas to prepare ENL students for New York State assessments throughout the academic year. Monday after-school professional learning sessions will take place from 2:35 to 3:35 periodically throughout the school year as well as individualized co-planning periods. Teachers will be encouraged to participate in the professional learnings offered through the Queens South Support Center as well as R-BERN. The presenter of these sessions will distribute agendas and have attendees sign an attendance sheet. The agenda and attendance sheet will be stored in the main office in a PL binder. Topics have and will continue to include but are not limited to access to SMART Board and Skedula which is our in-school student and parent outreach tool.
Part C: Professional Development

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 ELL IEP student progress. Hour long professional learning, as stated previously, will be provided on the first Monday during the months of October, November, December, January, February, March, April, and May. Topics include but are not limited to interdisciplinary planning which takes place during common planning time and the implementation of the Common Core Standards to further develop academic vocabulary in the content areas. Additional professional development opportunities will take place during forty-two minute lunch and learn sessions on a needs basis. Teachers of ENLs will continue to teach and learn instructional strategies from professional development provided by qualified specialists through the New York City DOE Division of English Language Learners Student Support Services, our Queens South Borough Field Support Center and others. ELL personnel will be offered continued professional learnings in using and interpreting data from various State assessments such as MOSL Assessments, New York State Math Examination, New York State ELA Examination, New York State Science Assessment, New York State Math, Science and Social Studies Regents 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, science, social studies and other subject initiatives with the hope of helping ELL student gain high school credit while in middle school. These professional developments will occur in one-hour sessions once a month from January to May. In preparation for State assessments, additional Professional Learnings will be provided to staff covering text-dependant questions and how to support all ELL middle school students.

The professional learnings focused on data will enable the school to identify and address ELLs who are lacking the fundamental language and number sense skills to succeed in 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 the home language of all of our parents encouraging them 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 assessment data and requirements and available resources. Parents are surveyed in their home language for translation
Part D: Parental Engagement Activities

needs and translators are provided on-site and over the phone to encourage and facilitate parent participation in the school community. Additionally, informational fliers regarding school functions such as curriculum night and parent/teacher conferences are sent out in multiple languages. Translators are on hand during student led conferences to assist parents understanding of the curriculum and their child's progress. In order to communicate with a limited English proficient parent, teachers have access to over the phone translation services provided through the DOE. The Parent Coordinator, Ms. Shoko Obata, 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 in their home language. 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, specifically ELL parents. Regardless of the types of communication to parents, every effort is made to provide parents access to information in the language of their choice.

There will be three, two-hour ELL Parent Meetings presented by Ms. Kim, Ms. Restrepo, licensed TESOL teachers, as well as Ms. Aulicino, supervisor, during the following months addressing the following topics: November - Overview of Academic School Year; February - New York State English and Mathematics Tests; April - NYSESLAT and promotional criteria. The three ELL parent meetings held are each administered for a two hour period of time by two ENL teachers and one administrative supervisor. Fliers for each ELL Parent meeting are created with specific agendas: curriculum, learning standards, expectations, State assessments (NYSESLAT, ELA, Math, Science, Regents), important dates, testing exemptions and accommodations, ELL parent rights, helpful websites, valuable tips for parents, school meetings and activities, parent education workshops, ELL parent support services, ELL specific skills and strategies, and promotion criteria. Time is allotted during these meetings to address parent questions and any items of concern. Translators of various languages are provided for all parents during these meetings.

Fliers are sent out for translation into Spanish, Russian and Chinese as these languages have been identified as common languages across the ELLs at Sage. Other languages are requested for translation through the Translation and Interpretation Unit based on availability. English and translated fliers are printed on pastel colored computer paper given to ELL students enrolled at J.H.S. 190, and sent home to parents. Attendance sign-in sheets are created and remain at the front entrance so that parents may sign in immediately before entering the meeting. Attendance sheets include parent name, student name, student class, parent email, parent phone number, parent concerns, and parent feedback. All handouts are given at the start of each meeting which include the agenda, forms, brochures, contact information, and helpful resources. Interpreters are seated with parents for translation purposes and are grouped based on home languages and availability. Parents are surveyed before the meeting to request necessary interpretation services. Food and beverages are provided for parents. Students are welcome to accompany their parents during the meeting. A PowerPoint presentation is created and displayed onto a SMART Board for the whole group to follow along with topics of discussion. Parents are provided ample time to ask any additional questions or concerns. A copy of all records, including meeting agendas, attendance and other handouts, is made and kept in a secure filing location in room 342A. The original record of Meeting Agenda and attendance is submitted to the Business Manager, Joanne Criscionne- Spaventa, and filed.
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| Professional salaries (schools must account for fringe benefits) | $12,315 | 2 certified teachers will provide instruction to ELLs two times a week after school for 26 weeks starting in Oct. ending May on Weds. & Thurs. from 2:35 pm to 4:05 pm.  
2 teachers x 2 days x 1.5 hr. x 26 wks. = 153.58 hrs. x $60.65/hr. = $9,315  
1 supervisor will be paid 1 hr. per session to monitor after school program for 17 wks. starting in Oct. ending in Feb.  
1 Supv. x 2 days x 1 hr/per day x 17 wks. = 29.82 Hrs. x $63.44/hr. = $1,892 |
| Purchased services | | (ALL SALARIES INCLUDE FRINGE BENEFITS) |
| High quality staff and curriculum development contracts. | | |
| Supplies and materials | | Supplies |
| Must be supplemental. | $703 | |
## Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $______</th>
</tr>
</thead>
</table>

### Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional curricula, instructional materials.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Must be clearly listed.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td><strong>Educational Software (Object Code 199)</strong></td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>$500 (Parent Involvement)</td>
<td>Materials, Supplies &amp; Refreshments for Parent Workshops</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$13,518</td>
<td>____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>Russell Sage J.H.S.</td>
<td>190</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Greggo</td>
<td>Josephine Aulicino</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Ana Marie Restrepo</td>
<td>Laura Isaia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Kim/TESOL</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Tong/TESOL</td>
<td>Shoko Obata</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Rothbort/Speech</td>
<td>Robert Zuzzolo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mabel Muniz-Sarduy</td>
<td>Susan Monahan, AP</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Span</td>
<td>2015-16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>1</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
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<td>0</td>
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<tr>
<td>Freestanding ENL</td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

The overall data given provides an understanding of the ELL demographics in the building. The assessment tool our school uses is the NYSITELL and the NYSESLAT. The NYSESLAT data indicates that we have current ELLs (including commanding who are entitled to 2 years of continued support). These ELLs are comprised of % or Expanding/Transitioning students and % or Emerging and Entering students. Former ELLs (Commanding) comprise the remaining % will be supported in linguistics and academics in their transitional stage. Currently there are a total of 111 English Language Learners non Commanding students enrolled in Russell Sage Junior High School. There are ELLs in sixth grade, ELLs in seventh grade, and in eighth grade. The commanding students are comprised of 6th graders, 7th graders and 8th graders. The data reveals that the majority of English Language Learners are at Expanding level including our incoming 6th graders. Out of 111 current ELLs in the building, % or approximately students are at Expanding level. This trend is common in all grades six, seven and eight. There are 6th...
grade, in 7th grade and in 8th grade expanding ELLS for all grade levels. There are Entering/Emerging 6th graders, Entering/Emerging 7th graders and Entering/Emerging 8th graders. Transitioning 6th Graders, Transitioning 7th Graders and Transitioning 8th Grade students. At this time, the smallest subgroup, Entering ELLs are made up of Entering level students or %.

This finding leads to our instructional focus which is to concentrate on promoting the Entering and Emerging ELLs to Transitioning or Expanding level by the end of the 2017-2019 school years. 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 focus 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 has revealed that long term ELLs and special education ELLs share the same needs and intervention services as their Transitioning and Expanding peers. Additionally, similar services will be provided by certified special education teachers in accordance with their other mandated services and accommodations as outlined by the Individual Education Plans.

2. What structures do you have in place to support this effort?
The structures in place to support this effort are namely the creation of lesson plans with scaffolds by both content specific teachers and/or ELL certified teachers to address the specific academic needs of the various levels of ENL students within both the integrated classes as well as stand alone classes. By incorporating ELL strategies, students of all levels in both integrated as well as stand alone classes will be supported academically while receiving their mandated minutes.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The success of our programs for ELLs is evaluated by the overall numbers of students scoring commanding on the NYSESLAT and the overall movement of our ELL population in all modalities and levels. In the beginning of the school year, NYSESLAT scores are broken down by modality and are evaluated to see how students performed overall. According to the EDAT, ELLs have been meeting and exceeding the baseline targets.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once data has been assessed, we use our Title III after school program which runs twice a week. Fliers are created in English as well as targeted languages and handed out to all of our ENL students of all levels. All students are encouraged to attend. Phone calls are made to encourage student participation. We also have on Tuesday, teachers from all subject areas, available to meet with students from 2:30 until 3:00. Our weekly in-house and monthly parent newsletter advertises our after school program and encourages teachers as well as parents to recommend and/or enroll students in the after school program.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
The assessments that are utilized to evaluate and inform our ELL programs are the NYSESLAT, the NYS ELA and Math exams. Data reveals that there are currently Entering/Emerging level students as the minority, Expanding, with Transitioning students and rated Commanding. There are Expanding 6th graders, Transitioning and Entering/Emerging 6th graders plus Commanding making up % of our ELL population. There are Expanding 7th graders, Transitioning, Entering/Emerging 7th graders plus Commanding making up % of our ELL population. There are Expanding 8th graders, Transitioning, Entering/Emerging 8th graders and Commanding making up percent of our ELL population.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? 
An ENL team consisting of teachers, guidance counselor, pupil accounting secretary, programmer and an administrator looks at compiled data such as NYSESLAT and NYSITELL outcomes to make adjustments of minutes and curriculum/programs in STARS Classroom according to CR-Part 154 so that all ELLs have access to content curriculum and ENL strategies and tools needed for success. We also address compliance issues which are sent to us periodically via our Borough Support Team.

Part IV: ELL Programming

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]).
   a. 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 are programmed into classes receiving content area instruction with non-ENL students and travel together as a group as well as being pulled out for ENL specific instruction/stand-alone ENL program to adhere to the CR Part 154. They therefore have access to both integrated as well as a heterogeneous stand-alone model.
   b. TBE program. If applicable.
      The majority of students in the 8th grade program are transitioning/expanding and have access to both integrated as well as stand-alone ENL instruction. The 8th grade students in the TBE program spend approximately 10% of the written instructional time primarily in the home language (Spanish in this case) and 10% of the time verbally speaking Spanish.
   c. 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 ENL students follow a block program, receiving scaffold content instruction with a minimum of five 42 minute periods of English from content area licensed pedagogues. Likewise, ENL-SWD students 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 content areas such as ELA and Math. ELL-SWDs are serviced following a heterogeneous push-in program model in English intensive content areas, English Language Arts and Mathematics. The mandated number of instructional minutes provided for ENL and ELA (90, 180, 360 minutes) are delivered in 42 minute periods per N.Y.S. 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 ENL students 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 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 with the incorporation of scaffolds are used to motivate these students and continue to accelerate the development of reading and writing in the content areas. These students as well as Former ELLs will continue to receive testing accommodations such as bilingual glossaries, native language tests when available in content areas as well as ENL services on a needs basis. (All students regardless of language acquisition are entitled to non-timed State ELA and Math Exams.

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

The varying needs of ELL - 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. Students also have use of bilingual glossaries and dictionaries in various languages.

7. **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 and teacher recommendation, students are placed in the least restrictive environment. All programming is done to ensure flexibility enabling all students access to all programs. Within all the contents areas - ELA, Math, Social Studies,
Science, etc. - The same curriculum is taught throughout with modifications and scaffolds to help students achieve success across all academic areas. All students have access to sit for the New York State Regents given at Russell Sage - Algebra, U.S. History We have the same expectations for all of our students throughout the school community. Various multiple entry points are utilized within the instruction depending on student need.

8. 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 N.Y.S. 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 also have opportunity to participate in other programs offered throughout the building including a Science Olympiad where students work together as partners on projects and then these team members have opportunity to compete against other team partners from other Middle schools. We also plan to continue our LEGO robotics club. All 6th, 7th, and 8th grade students are invited to join the math team. The programs mentioned focus mainly on integrating technology and language to help motivate the ELLs through the interdisciplinary topics, promoting inquiry-based critical thinking hands-on activities. 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 via native language dictionaries, glossaries, tests, peer translation as well as outside translation services provided by the NYC DOE.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Based on Title III funding as well as budgetary constraints, there are no new programs for consideration.

10. If you had a bilingual program, what was the reason you closed it?

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.

11. 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. As noted before, similar to mainstreamed students, many current ELLs and previous ELLs take advantage of after school programs offered through school, such as Math Club, Debate Team, Specialized High School Admission's Test and the Beacon Program. All ELLs participate in after school events and programs offered through Urban Advantage parallel to the mainstreamed students.

12. 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 (Chrome Books/Laptops) are 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 scaffold materials in both English and their native language.
13. How is home language support assessed and 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.

14. 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. ENL students have access to all supports and resources corresponding to age and grade levels drawing heavily from informational texts aligned to meeting the Common Core Standards.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

J.H.S. 190 does not share a building. However, 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. 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. All newly enrolled ELLs are invited to attend the program. There is a Beacon program housed at Sage that students have access to as well as all after school activities such as math club, debate team and computer club. These activities are shared with our newly enrolled students via translated fliers as well as IO Pupilpath Skedula. New students entering the building also meet with the school counselor to assist in the transitioning to a new environment. The parent coordinator helps in assuring information for students and parents is disseminated and accessible in home languages through IO Pupilpath Skedula.

17. 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.

18. 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
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 and non-pedagogic staff.) 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 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 as well as lunch and learns that will take place throughout the school year.

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 New York State assessments throughout the academic year. Professional learning will take place in November and in June. Topics include training but are not limited to access to SMART Boards and IO Pupil 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 professional learning during the school year. 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 learnings provided by qualified specialists from the City of New York. All ELL personnel will be offered professional learning in how to use and interpret data from various state assessments such as MOSL Assessments, New York State Math, New York State 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, Science 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.

2. 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.

Many school events such as school dances, fund raising, field days, bake sales, and other various school trips take place occasionally to create and promote school community where the students feel welcome and safe. All ELL students are encouraged to participate in all the offerings. 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.

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 EDAT (formally 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.
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 (in the various home languages) 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. Informational flyers regarding school functions such as curriculum night and parent teacher conferences are sent out in multiple languages. Additionally, translators are present in the school during student-led conferences.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Our Parent Coordinator, Mrs. Shoko Obata, as well as our PTA send out calendars in parent's preferred languages and fliers via IO Classroom Skedula, our on-line communication site, informing parents of events and activities throughout the school year. These communications are translated in the student's home language. 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 per year addressing the following topics and taking place in 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.

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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, John Greggo, Principal, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>John Greggo</td>
<td>Principal</td>
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<td>10/30/17</td>
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<tr>
<td>Josephine Aulicino</td>
<td>Assistant Principal</td>
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<td>10/30/17</td>
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<tr>
<td>Shoko Obata</td>
<td>Parent Coordinator</td>
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<td>10/30/17</td>
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<tr>
<td>Ana Marie Restrepo</td>
<td>ENL/Bilingual Teacher</td>
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<td>TBD</td>
<td>Parent</td>
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<td>10/30/17</td>
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<tr>
<td>Jean Kim/TESOL</td>
<td>Teacher/Subject Area</td>
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<td>10/30/17</td>
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<tr>
<td>ELL Ana Marie Restrepo</td>
<td>Teacher/Subject Area</td>
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<td>NA</td>
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<td>NA</td>
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<tr>
<td>Laura Isaia</td>
<td>School Counselor</td>
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<td>10/30/17</td>
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<td>Mabel Muniz-Sarduy</td>
<td>Superintendent</td>
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<td>10/30/17</td>
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<td>Robert Zuzzolo</td>
<td>Field Support Center Staff Member</td>
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<td>ELL Service Coordinator</td>
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<td>Susan Monahan, AP</td>
<td>Other Assistant Principal</td>
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<td>10/30/17</td>
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<tr>
<td>Andrea Rothbort/Speech</td>
<td>Other Related Service Provider</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 28Q190  School Name: Russell Sage JHS  Superintendent: Mabel Sarduy

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoko</td>
<td>Obata</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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 ATS upon student enrollment. If this language is not English, the Home Language Identification Survey is administered in the parents’ native language and recorded in ATS. The school’s written translation and oral interpretations needs are maintained and updated with information provided by parents on Student Emergency Blue 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. In addition, information is send home via our Pupil Path system. This system automatically translates the letter/information into their native language.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Russian, Slovak, Gujarati,</td>
<td></td>
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<td></td>
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<tr>
<td>Uzbek, Greek, Indonesian, Chinese,</td>
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<tr>
<td>Spanish, Urdu, Japanese, Punjabi,</td>
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<tr>
<td>Burmese, Hebrew, Albanian, French,</td>
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<tr>
<td>Bengali, Tajik, Hindi</td>
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</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar, school activities, High School Fair, Parent Workshops, Meetings, Letters, PTA meetings, Parent Surveys</td>
<td>As needed</td>
<td>School-based personnel (ie. teachers, paraprofessionals) Translation and Interpretation Unit, interpreters/translators from Big Apple</td>
</tr>
<tr>
<td>Parent Newsletter</td>
<td>Monthly</td>
<td>Pupil Path System</td>
</tr>
<tr>
<td>Letters</td>
<td>As Needed</td>
<td>Pupil Path</td>
</tr>
<tr>
<td>P/T conferences</td>
<td>Quarterly</td>
<td>interpreters</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>As needed</td>
<td>School-based personnel (ie. teachers, paraprofessionals) Translation and Interpretation Unit, interpreters/translators from Big Apple</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

- Sending out translated messages through PupilPath and DOE Translation and Interpretation Unit services

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

- Flyers of available languages in main office as well as in the entry-way, Professional Learning conducted by LAC disseminating policies and procedures for communicating with parents of limited or no English as well as flyers with pertinent numbers and languages available to teachers and other staff members for translation services. Pupil Path automatically translates letter home.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 main 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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parents will receive surveys in their native language. We will use that information to enhance our services to our limited-English -Parents.