



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

DRAFT - PENDING SUPERINTENDENT APPROVAL

**DBN: (i.e. 01M001):**                   **28Q332**

**School Name:**                       **REDWOOD MIDDLE SCHOOL**

**Principal:**                           **LISA REITER**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level: Middle School School Number (DBN): 28q332  
School Type: Middle School Grades Served: 6<sup>th</sup> grade  
School Address: 133-25 Guy R Brewer Blvd  
Phone Number: 718-276-4540 Fax: 718-276-6050  
School Contact Person: Lisa Reiter Email Address: [Lreiter2@schools.nyc.gov](mailto:Lreiter2@schools.nyc.gov)  
Principal: Lisa Reiter  
UFT Chapter Leader: Ayanna Francis  
Parents' Association President: Uannah Carpenter  
SLT Chairperson: \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 28 Superintendent: Mabel Sarduy  
Superintendent's Office Address: 90-27 Sutphin Blvd  
Superintendent's Email Address: [msarduy@schools.nyc.gov](mailto:msarduy@schools.nyc.gov)  
Phone Number: 718-557-2618 Fax: 718-557-2623

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Christopher Groll  
Network Number: 112 Network Leader: Kathy Pelles

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Reiter	*Principal or Designee	
Ayanna Francis	*UFT Chapter Leader or Designee	
Uannah Carpenter	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Emily Rogers	Teacher	
Lauren Bonanno	Teacher	
Latisha McJunkin	Parent	
Garland Ward	Parent	
TBD	Parent/	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Redwood Middle School is a diverse, collaborative, and supportive learning community where high expectations and engaging curricula enable all students to think critically and persevere through challenges in order to be successful in high school and beyond. We believe students who are engaged, appropriately challenged, and focused on advocating for themselves and others will have a positive impact on their communities and realize their dreams.

**Core Values:** Our core values illustrate our belief that all students can and will achieve academic success and become positive agents of change. Our core values represent the traits and skills students need to be successful in college and beyond.

- **Grit:** passion and perseverance towards long term goals and the future. The ability to sustain long term goals and overcome obstacles in order to stay focused on goals.
- **Advocacy:** the ability to advocate for themselves and others and use evidence or research to support their cause
- **Purpose:** making effective choices and understanding how their choices impact themselves and those around them
- **Perspective:** understanding another's viewpoint and making decisions that are purposeful and show respect towards others.

Redwood Middle School strives to provide each child with the supports he/she needs to be successful. Three times a week, all students are placed in Literacy Intensive classes based on the skills they need to work on. This allows us to provide targeted literacy instruction to all our students whether they are below, at or above grade level. Students also participate in advisory which helps further develop skills needed to be successful in high school. During advisory students set daily and long term goals and create plans for those goals.

Our students also use technology to enhance their classroom learning. Students use i-pads to support their literacy goals with a program called LightSail. In math, students use a self-paced math program, Wowzers, to further develop their math skills.

RMS is developing a STEM and computer programming focus for students. This year students take Design Thinking and Innovation, where they learn how to code. Additionally, we have been accepted into a STEM Initiative program with ties to the G.E. Foundation. Through this initiative our students will be participating in STEMtastic Day and presenting their projects and findings.

We have a very devoted teaching staff and active parents. This partnership allows us to collaborate and make school wide decisions that support all stake holders.

A challenge we face is as a new school, we are still developing and growing our systems and routines.

A key area of focus is to improve students' literacy skills. We have a diverse population and are tailoring our instruction and programming to support all students. This also means we are supporting all teachers in their ability to teach literacy skills in the content areas and in Literacy Intensives.

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

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

### Part 1 – Needs Assessment

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

**Strengths:**

Student programs include 10 periods of Humanities and 9 period of Math  
 Each student received targeted literacy support 3 times a week during Literacy Intensive  
 Teachers are programmed to allow for common planning

Each teacher meets weekly with the principal or assistant principal to discuss planning and look at student work

**Priorities:**

Most teachers are new to the profession and need additional support in providing scaffolds

Students data shows a wide range of scores which requires various levels of scaffolds in order for all students to meet the rigor of common core aligned tasks

### Part 2 – Annual Goal

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

By June 2015, 100% students will engage in Common Core units with embedded performance tasks aligned to the Common Core in core subjects which will lead to a 5% increase on the ELA and Math state exams. Throughout the school year Humanities, math, and science departments will develop and/or revise and implement two Common Core aligned performance tasks.

Tasks will be:

- Aligned to the CCS
- Tasks will be reviewed against the Tri-State Rubric for ratings of 2-3

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of</li> </ol>			

Trust			
Teachers will receive monthly PD on creating/revising performance assessments aligned to the CCS	All Teachers	Sept-May 2015	Lisa Reiter and Elizabeth McCormack will oversee the
In weekly department meetings, teachers will create and revise tasks aligned to the CCS. Tasks will include formative tasks leading up to the summative performance task.	All core teachers	Dec-June 2015	Department Leaders, Lisa Reiter, and Elizabeth McCormack
In department meetings, teachers and administration will analyze student work to identify gaps, mastery, and next steps.	All core teachers	Dec-June 2015	Department Leaders, Lisa Reiter, and Elizabeth McCormack
In weekly department meetings, teachers will develop and revise Common Core aligned rubrics to culminate in a performance task.	All core teachers	Dec-June 2015	Department Leaders, Lisa Reiter, and Elizabeth McCormack

#### **Part 4 – Resources Needed**

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

Professional Learning Time on Mondays

Teacher programs during the regular school day allow for common planning

#### **Part 5 – Budget and Resource Alignment**

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

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
No additional funding is needed									

#### **Part 6 – Progress Monitoring**

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

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

In February 2015, Humanities, Math and Science Departments will review and revise at least one previously taught unit. Teachers will analyze student work as well as the task to ensure it is rigorous and is fully aligned to the CCS.

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

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



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

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

### Part 1 – Needs Assessment

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

**Strengths:**  
 Teachers and students engage in daily morning meetings with their advisor to discuss a quote and set goals for the day based on our school-wide expectation of #GoRED! (responsible, empathetic, determined). This helps students internalize our expectations and identify areas they need to work. This also helps create a supportive environment because students can encourage each other in achieving their goals.  
 Advisory program that allows all students to be well-known by one teacher and a small group of students.  
 Our school’s approach to discipline is proactive and based on Positive Behavior Supports. Students are taught the Redwood expectations, and the behaviors that accompany them. When issues arise, we utilize Restorative Justice to address, and transition students back into the classroom.  
 One of our school priorities is discussions and questioning. Teachers incorporate meaningful opportunities for students to collaborate and engage in discussions.

**Priority Needs:**  
 While one of our school-wide priorities is Questioning and Discussions, students are not always challenged by their peers and teachers. We need to create more opportunities for students to work collaboratively and engage in rigorous discussions.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, all teachers will demonstrate growth of at least one level (i.e from developing to effective) in the area of Questioning and Discussion, as measured by the Danielson Rubric (3B). The baseline data on their practice will be collected in December 2014.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
All teachers will use “Silent Discussion and Partner A/B” strategies regularly in their classrooms. During 1:1 planning meetings with A.P or Principal, teachers will identify meaning tasks for these strategies.	All teachers	Dec. 2015- June 2015	A.P and Principal

The A.P. or Principal will “coach” in on those days to provide additional feedback to teachers in a nonevaluative manner.			
Teachers will engage in a cycle of professional learning around best practices and strategies to engage students in questioning and discussions.	All teachers	Jan 2015- May 2015	A.P. and Principal

**Part 4 – Resources Needed**

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

No additional resources are needed. Teachers have 1:1 planning meetings built into their schedule and professional learning time on Mondays will be utilized.

**Part 5 – Budget and Resource Alignment**

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

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
No additional funding is needed									

**Part 6 – Progress Monitoring**

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

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

All teachers will receive an informal observation in February to evaluate and provide feedback on Questioning and Discussion.

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

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

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

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

### Part 1 – Needs Assessment

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

**Strengths:**

Teachers have common planning time built into their schedule. This time allows teachers to refine their lessons, review student work and collaborate on their unit plans.

Teachers attend lab site PDs through our network and turnkey their learnings to the staff.

Teachers attend Saturday PDs and work sessions through the network and school to hone their practice.

**Priority Need:**

Teachers need more structure and support in their common planning times. We would also like to identify two teachers to be “teacher leaders” and build their capacity to lead department and common planning time.

### Part 2 – Annual Goal

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

By June 2015, humanities and math teachers will participate in structured common planning that includes lesson review and student work analysis that is led by a lead teacher. Humanities and Math Teachers will improve at least one level in Designing Coherent Instruction as measured by the Danielson Rubric.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Identify two teachers to facilitate common planning and become teacher leaders	teachers	Oct 2014- Oct 2014	AP/Principal

Assistant Principal and Principal will sit in on common planning meetings to provide coaching support to the identified teacher leaders	Teacher Leaders	Oct 2014- June 2015	A.P./Principal
Create and utilize common planning agenda template and student work analysis protocol to support teacher leaders and their departments	Teacher Leaders/teachers	Dec 2014- June 2015	A.P./Principal/Teacher Leaders
Through an analysis of student work, create individual learning plans for at-risk students.	teachers	Dec 2014- June 2015	A.P./Principal

#### **Part 4 – Resources Needed**

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

No additional resources are needed. Common planning and 1:1 meetings are built into their existing schedules.

#### **Part 5 – Budget and Resource Alignment**

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

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

No additional funding is needed

#### **Part 6 – Progress Monitoring**

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

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

By the end of January 2015, conduct an informal observation on all humanities and math teachers to determine if their has been an improvement in Designing Coherent Instruction

By February 2015, Survey the teachers to see what additional supports are needed

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Strengths:

Both the principal and assistant principal are instructional leaders and support the growth of all teachers and students. Redwood Middle School is a collaborative school and believes in providing coaching for teachers as well as feedback from observations. Teachers receive coaching in the form of 1:1 feedback or additional leadership support in a nonevaluative manner. This helps build a culture of trust and improves both teacher practice and student performance.

Priority Need:

While student data is analyzed and reviewed often, it is not used enough in feedback sessions with teachers.

### Part 2 – Annual Goal

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

By June 2015, both the principal and assistant principal will incorporate student work into formal and/or informal feedback sessions at least 4 times per teacher as measured by observation reports and/or planning meeting minutes. As a result, student progress should improve by 5% as measured on the State ELA and Math exams.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Identify looking at student work protocol to be used in planning meetings and/or feedback sessions.	Principal/A.P.	Dec 2014- June 2015	NYCLA Coach/Principal/A.P.

Debrief planning meetings and/or feedback sessions during cabinet meetings. Share findings and how student work is used to move teacher practice and student performance.	Principal/A.P.	Dec 2014- June 2015	Principal
Survey teachers to determine the effectiveness of looking at student work during planning meetings/feedback sessions. Use results of the survey to adjust practice as needed.	Principal/A.P./Teachers	Feb 2015- Feb 2015	Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
NYCLA coach will need to provide additional support to principal and assistant principal.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
No additional funding is needed.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
<u>By February 2015, conduct a survey of the teachers to determine the effectiveness of looking at student work during planning meetings/feedback sessions. We will use this data to make adjustments to the protocol.</u>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

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

As a new school, we have been welcomed into the community and are building a strong school-family connection. We utilize Skedula, which is updated at least weekly, to provide constant information for parents on student progress, attendance and need. Parents are encouraged to communicate with teachers through Skedula.

Each teacher spends 40 minutes a week engaging families, including telephone calls, holding meetings, and communicating through Skedula.

We host celebrations such as monthly assemblies during the school day, which are attended by parents.

Priority Need:  
Develop and maintain a strong PTA that works collaboratively with the school.

### Part 2 – Annual Goal

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

By June 2015, at least 10 parents will regularly attend the PTA meeting and provide feedback on key Redwood Middle School initiatives as measured by the attendance sheet and PTA minutes

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Send monthly PTA notices and call parents monthly to inform them about the PTA meeting and agenda	parents	Sept 2014- June 2015	Principal and teachers
Meet at least once a month with the PTA president to help build capacity and support the PTA	parents	Dec 2014- June 2015	Principal
Survey the parents to determine what workshops they would like at the PTA meeting	parents	Jan 2015- Jan 2015	Principal

Based on survey feedback, provide requested parent workshops	parents	Jan 2015- June 2015	Principal
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**Part 4 – Resources Needed**

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

The principal will schedule monthly meetings with the PTA president.  
School will provide a desk with computer for PTA business

**Part 5 – Budget and Resource Alignment**

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

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

Food and other resources to be provided for parent workshops

**Part 6 – Progress Monitoring**

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

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Because we are a new school and the PTA was recently elected, we will conduct an additional needs-assessment of the parents in March. We will try to determine what is preventing parents from attending the PTA meeting. We will also review the PTA Sign-In sheets to monitor our goal of at least 10 parents attending each meeting.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS Test Scores DRP Fountas and Pinnell running records LightSail Data In class ongoing assessments	Digital texts with embedded scaffolds (LightSail) Guided Reading REWARDS Word Gen Leveled Text Small group instruction Repeated/Close reading	In class small group instruction Separate class small group instruction Tutoring	During school After school
<b>Mathematics</b>	NYS Test Scores In class assessments Wowzer Data In class on going assessment	Small group instruction Wowzers Tiered assignments	In class small group instruction Tutorin	During the school day After school
<b>Science</b>	NYS Test Scores In class assessments In class ongoing assessments	Small group instruction Online media (i.e. Brain Pop) Leveled Text Repeated/Close reading	In class small group instruction Tutoring	During the school day After school
<b>Social Studies</b>	NYS Test Scores In class assessments In class on going assessments	Guided Reading Small group instruction Leveled Text Repeated/Close reading	In class small group instruction Leveled Text Repeated/Close reading	During the school day After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Classroom observations Anecdotal OORs data	At risk counseling Mediation At-Risk Lunch Club Parental Outreach College and Career Readiness Program	One on one Group	During the school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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.
<p>All teachers are vetted through a rigorous and multi-step hiring process. To ensure highly qualified teachers, all applicants are required to submit a cover letter and resume that is evaluated against a rubric by the hiring committee. The top candidates are then invited in for an interview. Interviewees' responses are evaluated against a rubric by the hiring committee. Top candidates are then invited to participate in a demonstration lesson and follow up with the administration team.</p> <p>Teachers are provided with many leadership opportunities as a strategy to retain the best teacher and spread their practice across the school. Teacher Leaders are identified and given the opportunity to help coach/mentor new and or struggling teachers.</p> <p>Teacher programs are designed to encourage collaboration and provide ample common planning time throughout the day. This is another strategy to retain teachers and support their continued development and growth.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Each Monday, all teachers engage in professional learning time. The PL plan was designed collaboratively with the teachers and the administrative team. The plan lives in draft form and is revised based on need.</p> <p>Sample Topics Include:          Assessment For Learning          Providing Feedback that moves students          Best practices in classroom management          Student Work Analysis</p> <p>Additionally, teachers attend lab site professional developments facilitated by our network. Teachers turnkey their learnings to the whole staff so we may all benefit from their experience.          Math and Science teachers participate in monthly STEM PD</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
<p>TA resources will allow teachers to provide additional after school instruction to students. Resources also include RTI online resources like Wowzer and LightSail to provide students with additional supports at their individual levels.</p>

**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).

All students participate in Literacy Intensive classes that are scheduled during the school day. This allows teachers to target specific skills students are lacking in as students are grouped based on need. Additionally, 4 hours a week of after school tutoring is provided.

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Redwood Middle School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[Redwood Middle School]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

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

DBN: 28Q332 School Name: Redwood Middle School

Cluster: 01 Network: 112

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

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

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

Upon admission of new students to the NYC school system, parents are administered the Home Language Identification Survey and they are interviewed by a licensed-pedagogue. Based on their responses on the survey, the students' home language is established as well as eligibility for testing with the LAB-R..

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

According the Home Language Report, for the 2014-2015 school year we have 10 homes that primarily speak a language other than English. The major finding is the native home languages are broken down into the following categories: 4 homes where the language is Punjabi, 3 homes where the language is Spanish, 1 home where the language is Haitian Creole, one home where the language is French Haitian Creole, and one home where the language in Mandinka . These findings will be reported to the school community at the first PTA meeting, post elections and a notice will be mailed home to the entire school community. As a new school, we are in the process of initiating our PTA.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All documents, hard copies or electronically communicated, that contain critical information regarding a student's education, safety, health or applicable legal matters are translated into in each of the languages identified in the Home Language Identification Survey. These translations are made by a school based staff member and/or through the Translation Unit. Approximately 5% of all letters send home will be translated.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

New student Parent Orientation workshops are presented by the ESL teacher parents are shown the DOE video in parents' native language if available. During most parent workshops and IEP meetings, information is provided in the parents' native language as needed through a school-based staff member. If a school-based translator is not available in the school, we request a translator from the DOE office of translations.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

At parent teacher conferences, parents whose primary language is non-English are provided with a translated version of the NYC DOE's Bill of Parents' Rights and Responsibilities. In the school's main office there is signage indicating the availability of translation services by a school based staff member. Approximately 5% of all letters send home are translated into Native Languages.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2014-15 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>28</b>	Borough <b>Queens</b>	School Number <b>332</b>
School Name <b>Redwood Middle School</b>		

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

Principal <b>Lisa Reiter</b>	Assistant Principal <b>Elizabeth McCormack</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Emily Rogers</b>	Guidance Counselor <b>Eton Bent</b>
Teacher/Subject Area <b>Danielle Rodriguez</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>98</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>2.04%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In							2							2
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	2	0	0	0	0	0	0	2

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	1	0	0	0	0	0	2

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	1	0	0	1	0	0	0	0	0	2
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0							0
Intermediate(I)							0							0
Advanced (A)							2							2
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2				2
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2								2
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1				2
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We currently use both the DRP and the TCRWP Running Records to assess the literacy skills of our ELLs.  
The Degrees of Reading Power (DRP) is a measurement program that helps educators understand each student's reading comprehension level. The Degrees of Reading Power also provides diagnostic reporting on students' progress as measured by Common

Core State Standards objectives.

The TCRWP Reading Assessments assess students fluency, automaticity and reading comprehension at a variety of levels.

Our current data shows the following:

One student scored a 39 on the DRP which correlates to a Lexile Level of approximately 300, and a Fontus and Pinnell level of I.

Our other student scored a 25 on the DRP which correlates to a Lexile Level of approximately 200, and a Fontus and Pinnell level of H.

This data shows that our ELLs are reading far below grade level. Running records revealed a struggle with automaticity and fluency for both students. informs the targeted instruction during the ESL literacy class, such as guided reading levels and words lists for study, as well as informs the targeted support provided during Humanities, such as specific comprehension skills like envisioning and decoding skills such as identifying word parts.

2. What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades?

As a new school, no patterns have emerged as of yet.

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

We have not yet administered the NYSESLAT. We intend on using assessment data in the following ways: To assess the effectiveness of current instruction and programs, to plan for future instruction and interventions, and to inform future programming and allocation of resources. For example:

For Reading--

We will use data to provide target intervention, plan scaffolds such as vocabulary support and purchase AIS programs if needed.

For Writing and Listening

We will use data to provide target intervention, plan scaffolds such as sentence starters and purchase AIS programs if needed.

For Speaking

We will use data to provide target intervention, and plan scaffolds such as partnership talk.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Currently, we are a new school with one grade (6th) and two students. Students have not yet taken exams in Native Languages.

We have yet to administer the ELL periodic assessment.

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

N/A-We are a 6-8 school.

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

This is systemic, and not limited to just the ELL classrooms. We use teacher created resources, interactive media such as Wowzer in math, LightSail in Humanities and BrainPop in Science, internet resources, videos, ipads, laptops, glossaries, dictionaries, and when needed materials in the native languages. Teachers also group students of the same strengths, weaknesses, language for certain activities so that they can assist each other and respond in their native language. Each of these strategies extend to after and before school programs, as well as to summer school. Results of the parent interview will be shared with teachers so that they may incorporate students' native language and culture into lessons.

7. For dual language programs, answer the following:

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

We currently do not have a dual language program.

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

Similarly to how we analyze data to drive instruction, we will also use this data analysis to inform us of our program's effectiveness. Benchmark assessment, pre and post assessments, looking at student work, report card data, student reflections, teacher reflections,

observations, state exam performance, etc.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the NYSITELL (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
In accordance with State policy, the initial process will be conducted within the first two weeks of a student's enrollment (10 school days) by Emily Rogers, ESL Teacher (a licensed pedagogue), and it includes the following steps:
  - Administration of the Home Language Questionnaire (HLQ) by Emily Rogers, ESL Teacher
  - If the responses on the HLQ indicate that a language other than English is spoken at home or that the student understands a language other than English, then an informal interview in the native language and English must be conducted. Emily Rogers, ESL Teacher, will conduct an informal interview in English and in the native language;
  - Native language translation, if needed, will be provided by school-based personal or through the DOE translation services, such over-the-phone interpretation services in 200 languages
  - The school secretary, Ms. Bertha Kavanagh, will enter results in ATS, and place HLS in student's cumulative file.
  - If the informal interview indicates that the student is possibly ELL, the assessment of the students' level of English language proficiency will be conducted using the NYSITELL. Ms. Emily Rogers will administered the New York State Identification Test for English Language Learners (NYSITELL) to determine the English proficiency level. She will conduct this assessment during first period, in the Asst. Principal's office.
  - Based on NYSITELL results, Ms. Bertha Kavanagh will send an entitlement letter to the parents/guardians of each student who is eligible for ELL services. Students who score below proficiency on the NYSITELL will become eligible for state-mandated services for ELLs.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
  - Upon the completion of the assessment, Ms. Emily Rogers (ESL Teacher, a licensed pedagogue) will inform parents of the three instructional models available in New York City, and explain that Redwood Middle School currently offers freestanding ESL. She will provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video. During the orientation, she will also provide information on the Common Core standards, and the Expeditionary Learning and CMP3 Curricula, and NYS and school benchmark assessments, including the DRP and Running Records.  
Our plan for outreach to parents is that advisors make phone calls to parents, we will send communication in English and families' native languages through mail and backpacked, and Ms. McCormack, AP, will further follow up with parents.
  - Once Ms. Rogers informs parents of all three program options at the parent orientation, Ms. Kavanagh will provide parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice.
  - Upon completion of the survey, Ms. Kavanagh will enter the parent choice as indicated on the Parent Survey & Program Selection Form in the ELCP.
  - Ms. Bertha Kavanagh will place the Parent Survey & Program Selection Form in the student's permanent record.
  - If a parent's choice is not currently available in the school, Ms. Rogers will inform the parent, provide them with the following two options, and maintain a record of their response.
    - Keep their child enrolled at Redwood Middle School in an the ESL program OR
    - Transfer their child to a different school where the parent's choice is currently available. To do so, Ms. McCormack, AP, will contact the CFN 112 ELL Liaison Camilla Holms, and the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment.
  - o While the school awaits the transfer, the child should temporarily be placed by Ms. McCormack in the freestanding ESL program

in the school until the transfer is completed.

- When there are 15 or more ELLs with the same language in one grade or in two contiguous grades, for whom parents/guardians chose a bilingual program placement, a bilingual program will be opened. At this time, Ms. McCormack will reach out to parents to inform them of the additional service option.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

As mandated by the State Education Department, each spring, our ELLs will be retested by Emily Rogers, ELL teacher, to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). We will determine who needs to take the NYSESLAT using the following ATS reports: RLER; RLAT and RNMR

We will notify parents of NYSESLAT outcomes and program eligibility before the beginning of the following school year.

We will follow the following state guidelines:

- ELLs who score below a grade-specific level of English proficiency continue to be entitled to ELL services, and parents of those students must receive a continued entitlement letter, which emphasizes program continuity for ELLs.
- ELLs who score proficient no longer require ELL services, and must receive a non-entitlement letter. Note: former ELLs may continue to receive testing accommodations for up to two years, and schools provide transition supports in the first year in which a former ELL has been identified as English proficient.

Before the beginning of the school year. Ms. Kavanaugh will send entitlement letters through certified mail as well as backpacked in school. Ms. Kavanaugh, reporting to Ms. McCormack AP, will record distribute, and follow up attempts in ILOG.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

As a new school, we would follow all policy and protocol sent forth by the NYCDOE. We would take parent decisions into consideration, as well as analyze student assessment data, student work and consult with our network, CFN 112.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each September when the NYSESLAT scores become available on ATS (REXH,RLAT), the students eligibility will be reevaluated using the latest Raw to Scaled score sheets from the State. DOE Continued or Transitional Non-Continued letters are mailed to ELL parents within 10 days in English and Native languages. Each Spring parents of ESL students will be sent notices, in English and Native languages, of the up-coming NYSESLAT exams with the dates, time and location of exams, and explaining the importance of attendance.

Testing coordinator, Elizabeth McCormack, orders the NYSESLAT based on eligibility determined through the ATS reports(ie: RLAT,RLER, RELL). She will ensure timely administration of all 4 modality sections of the NYSESLAT for all eligible students, ensuring all modifications according to IEPs for small group or separate location are complied with. Each of the 4 modalities is scheduled by Ms. McCormack on separate days within the State mandated dates ensuring separate times for the different band widths (6th grade, 7th-8th grades) for each modality.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)  
As a new school, we have yet to enroll any students new to the DOE, and thus do not have the data to see trends in Parent Choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Organizational Model: Based on parent choice surveys our ELLs are provided ESL services part-time in pull out model which is a small group literacy class with 100% of instruction in English provided by an ESL teachers, Ms. Rogers and part time in a Push-In model in the humanities class.

Program Model: Currently, our ELLs have are Intermediate and Advanced level English proficiency and are grouped heterogeneously. We currently only have a sixth grade class, and so students are grouped together during pull out services. They are with their cohort classes (general education) in Humanities during push-in services.

When the need presents itself, we will conduct a separate Newcomer's group for recent arrivals to provide ample opportunities to develop vocabulary building, automaticity, and fluency skills for social and situational speaking in a lesser affective, small group setting

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our two ELL students are provided with ESL through small group instruction and push in services within the general education classroom.

3 periods of small group, pull out instruction.

5 periods of push in services in Humanities, depending on student's level.

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

The school's ESL program is designed to develop both the social and academic development of ELLs. Basic interpersonal communication skills of ELLs in English are developed through cooperative learning approach in pair or in small group during small literacy classes. During push-in, the ESL teacher works with a mixed group of ELLs and English language speakers to reinforce the lesson using ESL methodologies. The ESL teacher works in collaboration with the classroom teachers of ELLs through conversations and meetings to assist the students in reading, writing and language development. The ESL teacher uses guided reading to support literacy development. The materials for guided reading included levelled text, and LightSail online e-books with built in supports. She provides articulation forms/congruence sheets to classroom teachers to reinforce and align language, literacy and Math instruction which fosters academic language development and help students meet the demands of the Common Core Learning Standards. Materials that support language development include Dolch word lists, word walls, dictionaries, and online dictionaries in multiple language accessible through IPADS. The ESL teacher delivers 100% English in providing differentiated instruction using hands-on activities and Language Experience Approach- i.e exposing them to speaking and listening activities during the read-alouds, playing & discussing books on tapes, phonics, etc. This includes using visuals, demonstrations and collaborative learning activities for the ELLs, such as graphic organizations, images, and cooperative learning.

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

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Ms. Elizabeth McCormack, the Testing Coordinator, checks various reports in ATS (ie: RLAT) to ensure tests are ordered and administered for all mandated ESL students. She arranges room assignments on the State mandated dates, the times, and locations for all 4 modalities for each grade band.

In the Spring, the parents will be sent a notification, in English and the home language, with the dates and times of the NYSESLAT exams to encourage full attendance for the entire battery of exams and explain the importance for a complete evaluation of their English language proficiency.

Informal assessments ongoing throughout the year:

Reading: DRAs, TC running records, classroom quizzes, summative unit assessments

Writing: On-Demand writing, and other Performance Assessments in Content areas are conducted monthly

Listening: Read aloud responses

Speaking: Partnership talk assessments, Socratic Seminars

6. How do you differentiate instruction for ELL subgroups?

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

a. We do not currently have SIFE students at our school. However, if we did, our plan for differentiation would be to provide small group intensive classes, as well as small group instruction within class to support student needs, based on data. Strategies to be taught include vocabulary development, activation of prior knowledge, explicit instruction in reading comprehension including the modelling of skills, graphic organizers, sentence starters, and visual representations of concepts.

b. Newcomer students receive the mandated number of ESL classes based on their proficiency level. Additionally, ELLs receive instruction in Humanities from a dual-licensed teacher (ELA/ESL). Finally, our plan for differentiation would be to provide small group intensive classes, as well as small group instruction within class to support student needs, based on data. Strategies to be taught include vocabulary development, activation of prior knowledge, explicit instruction in reading comprehension including the modelling of skills, graphic organizers, sentence starters, and visual representations of concepts.

c. ELLs receiving service for 4-6 years receive the mandated number of ESL classes based on their proficiency level. Instruction would be differentiated in all classes to include focus on development of academic reading and writing skills. Strategies include close reading, rereading, and vocabulary support.

d. We do not currently have Long Term ELLs, however, if we did, our plan for differentiation would be to provide small group intensive classes, as well as small group instruction within class to support student needs, based on data. Strategies to be taught include vocabulary development, activation of prior knowledge, explicit instruction in reading comprehension including the modelling of skills, graphic organizers, sentence starters, and visual representations of concepts. ELLs would continue to receive testing accommodations.

e. We currently do not have any ELLs with special needs. However, if we did, our plan for differentiation would be to provide small group intensive classes, as well as small group instruction within class to support student needs, based on data. Strategies to be taught include vocabulary development, activation of prior knowledge, explicit instruction in reading comprehension including the modelling of skills, graphic organizers, sentence starters, and visual representations of concepts. Additionally, we will provide all services as stated on the IEP. We currently offer the full continuum of services--SETTS, Self-contained and ICT, and teachers would differentiate instruction to meet the goals as stated on the IEP.

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

We do not currently have any ELLs with Special Needs. However we utilize the following materials to support access to academic content:

In Math, we use Wowzer, a computer-based program that re-inforces basic skills and provides scaffolds for word problems. The program adjusts the level based on the student's success with problems, in order to match the student to the skills they need.

In ELA, we use LightSail, an online collection of eBooks. The book contains dictionaries and comprehension support features.

Additionally, the program differentiates the level of the text based on the student data. We also

use Scholastic's guided reading program to support language and reading development.

In Science, we use BrainPop to ensure access to content through online videos and supports

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

We do not currently have any ELLs with Special Needs. All IEP students' program are tailored to fit their needs, as we offer the full continuum of services. For example, students are programmed for small class services in math, gen ed services in Science, and three periods of SETTS for additional support. We meet monthly as School Implementation team, as well as review IEPs over the summer to ensure that all students have access to the LRE.

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

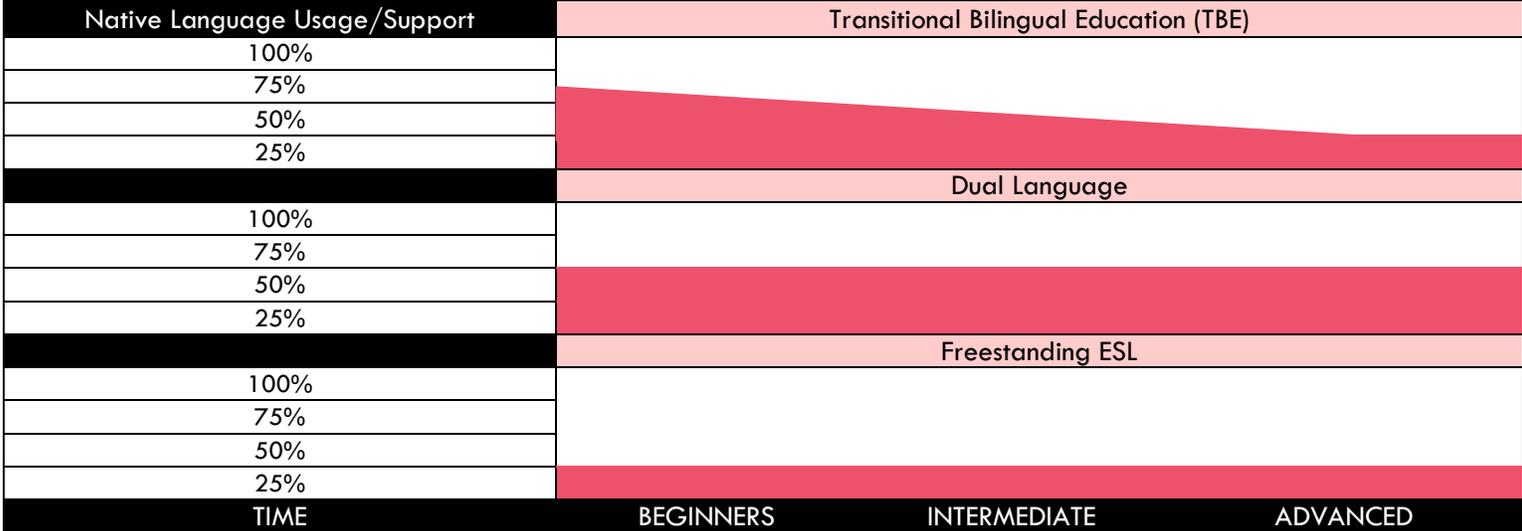
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

Our targeted intervention plan for ELLs in the content areas is to designate specific teacher in our 6th grade as the teacher for Humanities for which ELLs will be programmed. This teacher will receive professional development training through outside workshops. Targeted interventions for the core subjects (ELA, math, science, and social studies) include building academic vocabulary across the content areas, integrating the fundamentals of language development throughout. In addition, all content areas require students to maintain reading and writing journals, and portfolio work to document students' growth. Finally, all subjects utilize technology, such as laptops and iPads. Access to various languages is provided through the worldwide web.

Targeted Interventions in ELA:

- Guided Reading (Fiction and Nonfiction): Dependin on student level as assesd by DRP and Running Records. Currently, our ELL students are reviecing this service, offered in English
- Rewards: Decoding program to support vocabulary and decoding of multi-sylabbic words, offered in English
- LightSail: Online idendent books, levelled to students' levels; provide in text supports, offered in English

Targeted Interventions in Math:

- Wowzers: Web-based basic skills program, offered in English
- Small goup AIS classes provided during the day, offered in English

Targeted Interventions in the Content Areas:

- Guided Reading (Nonfiction) dependent on student level as assesd by DRP and Running Records. Text selected by level and topic, based on Content area curricula, offered in English

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

As a new school, we have only been open 2 months. However, in class assessments have revealed that our ELL students are progressing withint the curricula in both content and language.

We have used the following assessments to measure our 2 ELL students' progress in the curricula:

In All Subjects

- Scores on in class formative assessments, such as exit tickets, reviewed daily
- Scores on class quizzes and tests, reviewed daily.
- Scores on Common Core aligned-Rubrics from performance based assessments, such as essays, discussions, labs, etc., reviewed at the end of each unit (4-6 weks).

ELA:

- Previous state test scores, reviewed at the start of the year.
- DRP data and lexile conversions, reviewed 3 times a year.
- TCRWP running records data, reviewed 4-6 times a year
- Guided reading conferences quanlitative data, reviewed daily.
- LightSail data such as lexile level, reading rate, and reading stamina, reviewed daily.
- NYReady State Practice test item analysis, reviewed once a year.

Math

- Wowzers data, reviewed daily.
- NYReady State Practice test item analysis, reveiwd once a year

We also regulalry engage in looking at student work (approximately 4-6 times a month).

Teachers are aware of our two ELL students.

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

As a new school, we do not yet have the data to make this decision.

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

As a new school, we do not yet have the data to make this decision.

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

#### Supplemental Services

ELL students are invited to participate in all school programs. Our literacy intensive program which occurs three days a week during the school day is attended by all students.

Our guidance counselor provide College and Career Readiness groups during lunch to students by class. ELL students attend with their class.

Tutoring in all content areas is available for all students, including ELLs, during lunch with teachers, as needed.

#### After School Program

All student, including ELLs are invited to participate in our after school program, which includes an hour of academic support prior to the various activities. Currently, both of our ELL students are involved in our afterschool program.

All students, including ELLs are offered the same curricular programming, as well as participation in our after school programs, both run by the school as well as Beacon.

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

A variety of instructional materials are used including novels, plays, poems, short stories, anthologies, grammar text books at the beginning, intermediate, and advanced levels, learner's dictionaries, writing handbooks, current magazines and periodicals, dvds, and songs. We utilize laptops and iPads, and the following computer programs: Wowzer (Math), LightSail (Humanities) and BrainPop (Science). Additional enrichment materials, such as leveled libraries, are available in every content area classroom. Online dictionaries and sites are available to support our current ELLs native languages (Haitian and Mandinka)

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

Periodic Assessments and Performance Assessments are available in native language, as well as access to translation site online. During pull-out and push-in services, students have access to online dictionaries through iPads and laptops in the native language.

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

Currently, we have two, 6<sup>th</sup> grade, Advanced ELLs only.

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

As a new school, we have not yet had newly enrolled ELL students.

18. What language electives are offered to ELLs?

As a new school, we do not currently offer language electives.

19. For schools with dual language programs:

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

We do not have a dual language program.

## C. Professional Development and Support for School Staff

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

All teachers (including ESL) and Assistant Principal meet weekly on Mondays throughout the year for 80 minutes each session, providing beyond 7.5 hours of PD. Attendance is taken, and a record of agendas is maintained.

### PD Calendar

September: Getting to know student and supporting middle school transition, including ELLs

October-November: Assessment for Learning—focus on how to assess students with the expectations of the Common Core and analyzing data, including ELLs

December: Using Assessment to Plan Common Core Lessons--focus on using data to determine appropriate strategies and scaffolds for students, including ELLs.

January: Restorative Justice from the Morningside Center—focus on supporting socio-emotional needs of students, including ELLs.

February: Building student talk in the classroom, including ELLs.

March—June to be determined by on-going needs assessment.

All teachers meet with Assistant Principal or Principal for one period (45 minutes) a week, to plan. During these sessions, supports for ELL students are shared.

School guidance counselor attends professional development provided by Office of Youth Development. He works with our school 2 days a week.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. All parents are invited to a Parent Orientation at the beginning of their child's career at Redwood Middle School. We also conduct outreach through Pupil Path, our online grading system. Students advisors routinely extends invitations to all parents to attend Parent Teacher Association meetings. Parents of 6th grade ELL students are also invited to a Parent Orientation meeting at the beginning of the school year. Specific activities include:
    - Parent Oreintation
    - Parent Workshops based on need
    - School Celebrations, such as assessmblies to celebrate student work and effort.
    - Parent Teacher Conferences
    - PTA/SLT
  2. The following translation services are available: School staff, parent volunteers, and over the phone translation services.
  3. We do not have partnerships with outside agencies or CBOs to provide workshops for ELL parents. Staff volunteers to provide translation services, if possible. When a parent requires translation services that cannot be provided by the school staff, translation portion of the budget is utilized to provide interpretation and translation services as necessary. We will utilize over the phone translation services when needed.
  4. Parents communicate their needs through our Parent Orientation meetings, through regular PTA meetings, through discussion with their child's advisor, through PupilPath and by contacting our guidance counselor. We will ultize the learning environment survey for data.
  5. PTA meetings have particular themes and address specific issues, like using our online grading system, college preparation, and graduation requirements. Workshops will be provide based upon needs communicate by parents. Currently, neither ELL parent has requested help.

### **E. Additional Information**

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

**School Name:** Redwood Middle School

**School DBN:** 28Q332

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01