

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q332

School Name:

REDWOOD MIDDLE SCHOOL

Principal:

LISA REITER

Comprehensive Educational Plan (CEP) 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 Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 Name: Redwood Middle School School Number (DBN): 28q332
Grades Served: 6-8
School Address: 133-25 Guy R Brewer Blvd
Phone Number: 718-276-4540 Fax: _____
School Contact Person: Lisa Reiter Email Address: Lreiter2@schools.nyc.gov
Principal: Lisa Reiter
UFT Chapter Leader: Ayanna Francis
Parents' Association President: S. Washington
SLT Chairperson: Ayanna Francis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Zandra Moore
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
Phone Number: 718-557-2711 Fax: 718-557-2623

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-281-3509

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Reiter	*Principal or Designee	
Ayanna Francis	*UFT Chapter Leader or Designee	
S. Washington	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Zandra Moore	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lauren Bonanno	Teacher/	
Latisha McJunkin	Parent	
Miranda Foster	Parent	
Garland Word	Parent	
M Yearwood	Parent	
Eton Bent	Teacher/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brian Sabbeth	Teacher	
	Teacher	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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. As an MSQI school, we provide 5 additional periods of targeted literacy instruction to all our students whether they are below, at or above grade level. RMS uses a multi-tier, interdisciplinary approach to literacy instruction that focuses on language acquisition and academic vocabulary, debate, and the explicit teaching of reading comprehension strategies. 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.

A key area we continue to focus on is improving 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.

This year we made great strides in developing a supportive environment and developing a culture of collaborative teachers. Teachers at RMS participate in weekly lesson plan studies and student work analysis. These sessions are facilitated by teacher leaders because of our belief in the importance of building capacity within our school. A key area focus area is to continue to deepen our feedback and assessment cycle which will provide more rigorous instruction. We also will focus on deepening our community and family ties as we enter our second year.

28Q332 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	92	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	60.0%	% Attendance Rate		N/A
% Free Lunch	N/A	% Reduced Lunch		N/A
% Limited English Proficient	N/A	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		N/A
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		N/A
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Our curricular choices are aligned to the CCLS as evidenced by a proficient rating in 1.1 in the QR. However, there is an inconsistent use of scaffolds and extensions across classrooms. While our students showed great growth on both the ELA and Math state exams, our proficiency ratings are 14% and 20% respectively. This indicates a need to ensure our lessons are scaffolded properly as well as extended for all students. Additionally the 14-15 QR indicated that teaching practices are beginning to reflect a common belief about student learning and becoming aligned to the curricula and Danielson Framework. Discussions and work products do not consistently reflect high levels of student thinking.

Part 2 – Annual Goal

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

By June 2016, there will be a 5% increase in student scores on the NYS ELA and Math exam as a result of teachers providing targeted and actionable feedback in all content areas that allows students to demonstrate high levels of thinking.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All teachers will receive an informal observation to identify their current level of performance in Engaging Students in Learning and Questioning and Discussions</p>	<p>All teachers</p>	<p>Sept-Oct</p>	<p>Principal, Assistant Principal</p>

Department Planning Time: One hour a week will be devoted to teacher collaboration in departments: Literacy, Math, Science. These sessions, will be facilitated by department leads, will allow teachers to reflect on current practices in their classroom to promote rigorous instruction that includes examining student work, designing unit plans/performance tasks aligned to CCLS and share ideas about resources.	Literacy, Math, Science Teachers	Sept-June	Department Leads Principal, Assistant Principal
At least once a month professional learning time will be devoted to providing appropriate scaffolds so all students, including ELLs and SWDs can access the tasks. Professional learning sessions will be facilitated by the principal, assistant principal	All teachers	Sept-June	Principal, Assistant Principal, Department leads
Monthly professional learning differentiated to support teacher growth in Engaging Students in Learning and Questioning and Discussions. (PL calendar, resources and topics to be created based on staff need.	All teachers	Oct-June	Principal, Assistant Principal, teacher leaders
Professional learning will be turnkeyed to staff from the principal after attending district-wide learning sessions around pedagogy and assessment	All teachers	Oct-June	Principal
Parents will engage in mini-workshops around how students engage in rigorous instruction at least three times a year.	All parents	Oct-June	Dept. Leaders and Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use PL time and common planning time already built into the schedule. Per session will be made available to teacher leaders.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Students will take baseline assessments in September and again in Jan/Feb. By February 2016, all students will show a 5% increase in ELA and Math scores from their September baseline assessments.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The 2014-2015 Quality Review indicated there was consistent communication of high expectations to all staff regarding teaching and learning outcomes. It also indicated that we effectively communicate with families around student progress. However, initial qualitative data shows students do not consistently treat each other with respect. As a school community we have established an advisory program and use restorative practices to address student off-culture behavior. We need to deepen and extend this work to improve the overall respect students show each other and create a culture of “It’s cool to be smart”

Part 2 – Annual Goal

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

By June 2016, there will be a 5% increase in students who agree with the statement, “most students treat each other with respect” in the school environment section on the 2016 NYC School Survey report as reported on the Learning Environment Survey

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During the summer, professional development will be provided for incoming teachers on our advisory program</p>	<p>Teachers new to RMS/all teachers</p>	<p>July-Aug</p>	<p>Principal, Assistant Principal, Teacher Leaders</p>

and GoRED. Continued professional development for all teachers			
Identify and support an Advisory/PBIS coordinator to support all teachers and students in this initiative	All teachers/students	Sept-June	Advisory Coordinator
Create a calendar and implement school-wide activities that are aligned to the ADA's No Place for Hate initiative.	All students	Sept-June	Advisory Coordinator/ Assistant Principal, Principal
Create a sub counsel of the student counsel to train in peer mediation and act as ambassadors of respect and kindness. Students will be nominated by their teachers and approved by the principal to be part of the RMS Ambassadors of Kindness. Students will be models in GoRED and able to lead by example for their peers.	students	Oct-June	Advisory coordinator/Assistant Principal, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Advisory is part of our regular school day. Professional learning time will be devoted to advisory activities. Per session will be provided for the advisory coordinator as needed. Funds will be used to purchase Box Out Bullying											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, 90% of students will respond positively to a school-created survey regarding school community. We will use questions from the Learning Environment Survey and administer it to our students.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The 14-15 Quality Review stated that the use of varied assessment practices have led to some teachers and students receiving limited feedback regarding student learning outcomes, thus hampering effective adjustments to meet all students’ learning needs. Additionally, a deeper analysis of teacher ratings in 3d revealed inconsistent practice among departments. This indicates a need for teachers to work collaboratively to develop consistent assessment practices that move student performance.

Part 2 – Annual Goal

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

By June 2016, ELA and math teachers will have developed multiple interim assessments and common rubrics within departments. As a result teachers will show improvement of at least one level in 3D on the Danielson Framework and tracked in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers in all departments will have at least 2 collaborative planning periods in their schedules for the 2015-2016 school year. Teachers will use this time to create common rubrics and assessments aligned to the CCLS.</p>	<p>All Teachers</p>	<p>Sept-June</p>	<p>Teacher Leaders</p>

During Monday PL sessions teachers will participate in meaningful professional learning sessions focused on the following: using assessment to drive instruction, providing meaningful feedback, and how students can reflect and use feedback. Additionally, teachers will use their assessment data to identify small group interventions. These sessions will include opportunities for teachers to present best practices to their colleagues in each department. Teachers will also present best practices across departments	All teachers	Sept-June	Teacher Leaders
As needed, PL will be differentiated to provide teachers with specific strategies on using assessments to drive instruction and the modifications needed for SWD, ELLs or extensions for high performing students.	All Teachers	Sept-June	Principal/A.P.
Administration will create a year-long assessment calendar, outlining benchmark/interim assessment points and data analysis sessions.	All teachers	Sept-June	Principal/A.P.
ELA and math teachers will collaboratively establish protocols for student self assessment.	ELA/Math	Oct-Jan	Principal/A.P. and dept. leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Common planning is built into the regular school day and Monday PL will be utilized incurring no additional cost. As needed, Title 1SWP may be used to supplement teacher learning, per session, or materials.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016 the ELA and math departments will each create at least one common rubric used to assess an end of the unit performance assessment. The rubric and assessment will include feedback with next steps for students.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The learning environment survey indicates 93% of teachers responded positively to questions around teacher influence. While this is a strength, we would like to increase teacher influence at Redwood Middle School.

Part 2 – Annual Goal

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

By June 2016, 97% of teachers will respond favorably to questions around teacher influence on the Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Post teacher leadership positions in the fall of 2016. These will include, grade team, department, advisory coordinator and additionally positions aligned with our goals.</p>	<p>Teacher leaders</p>	<p>Sept-June</p>	<p>Principal</p>

Meet weekly with cabinet which will include teacher leaders to collaborate on key initiatives and discuss updates and concerns.	Teacher leaders/A.P.	Sept-June	Principal
Meet weekly or as needed with individual teacher leaders to coach and support their individual needs.	Teacher leaders	Sept-June	Principal/A.P.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Cabinet meetings will be held during the school day. Teacher leaders will be provided with per session on an as needed basis for activities related to their roles											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, all teachers will respond to questions from the Learning Environment Survey around teacher influence at least 95% will respond positively. Data from this survey will be used to adjust teacher leader influence and support.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The Framework for Great Schools shows only 71% of stakeholders agree with the opportunities for parent involvement. This data point is supported by the number of parents who regularly attend PTA meetings. One strength is in the consistent number of parents who are regularly involved with school events. However, we would like to increase that number so more parents are regularly involved with school events, meetings, etc. It is vital that we increase opportunities for parent involvement as we continue to grow in our second year.

Part 2 – Annual Goal

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

By June 2016, there will be a 5% increase with parents and teachers who agree or strongly agree with this statement: “volunteered time to support this school.” as measured by the Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parents and teachers will collaborate to create a parent survey to identify workshops and volunteer activities parents would be interested in for the year</p>	<p>parents</p>	<p>Sept</p>	<p>PTA president, teacher leaders</p>

PTA Executive board will identify and create a calendar parent activities and workshops to accompany PTA meetings.	parents	Sept-Oct	PTA president, principal
Teachers will collaborate with PTA executive board to identify and facilitate additional workshops for parents provided by RMS staff	parents	Sept-June	PTA president, teachers, principal
Advisors will call invite parents in to help during advisory at least once during the school year.	parents	Nov-June	assistant principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers will use the parent engagement time to provide parent workshops so there is no additional cost for those services. PTA will use its funding to provide additional needed resources.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February 2016, at least 10% of parents will have volunteered at one school event.										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	DRP levels Lexile Levels NYS ELA Scores	Rewards Guided Reading Word Generation Socratic Seminar	Small Group Tutoring	During the school day Afterschool
Mathematics	NYS Math Scores Math benchmark assessments	Targeted small group instruction Wowzers	Small group Tutoring	During the school day Afterschool
Science	DRP levels and NYS ELA Scores	Targeted small group instruction Literacy Intensive	Small group	During the school day Afterschool
Social Studies	DRP levels and NYS ELA Scores	Targeted small group instruction Literacy Intensive	Small group	During the school day Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP Mandates Anecdotal reports	Counseling Sessions Success sheets	Small Group; One-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<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 teachers 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Each Monday, all teachers engage in professional learning time. The PL plan is designed collaboratively with the teachers and the administrative team. The plan lives in draft form and is revised based on our school-level expectations of common assessments/rubrics, targeted feedback, and student questioning/discussions.</p> <p>Sample Topics Include:</p> <p>Assessment For Learning</p> <p>Providing Feedback that moves students</p> <p>Best practices in classroom management</p> <p>Student Work Analysis</p>

Teachers have the opportunity to attend professional development offered by MSQI, the superintendent, borough field office, and Chancellor

Teachers turnkey their learnings to the whole staff so we may all benefit from their experience.

We are an MSQI school which provides additional literacy coaching 2x a month and ongoing PD for all teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

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.

As a school, we have assessment weeks built into the school calendar. During these weeks all core subjects administer CCLS aligned assessments, including MOSLs. Teachers use common planning and PD time to make assessment decisions, as indicated on pages 13-15 of the CEP. The following week is “reteach” week where teacher provide students with additional support based on the previous week’s assessments. Teachers are collaborating with their departments to create rigorous, common core aligned assessments and common rubrics. Teachers provide students with targeted feedback as well to improve student performance.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible

for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	83228	x	11,13,15,19
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1346905	x	

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP)

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 332
School Name Redwood Middle School		

B. Language Allocation Policy Team Composition

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

Principal Lisa Reiter	Assistant Principal Elizabeth McCormack
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Mindy Kolomeysky	School Counselor Eton Bent
Teacher/Subject Area Nicole Stutz	Parent Shakira Washington
Teacher/Subject Area Ayanna Francis	Parent Coordinator N/A
Related-Service Provider Amy Reich	Borough Field Support Center Staff Member type here
Superintendent Mabel Muniz-Sarduy	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	201	Total number of ELLs	5	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1						0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1						0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		2			0
7					0
8					0
NYSAA					0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We currently use both the DRP (Degrees of Reading Power) and the TCRWP Running Records to assess the literacy skills of our ELLs, along with the checks of understanding teachers use in all classes.

 This data informs the targeted instruction during the ENL literacy class, such as vocabulary support, reading comprehension and writing skills, as well as the targeted support provided during ELA.

 Additionally, all teachers will use teacher-created assessments to assess the needs of all students, and specifically ELLs, to ensure units and lessons are appropriately paced and scaffolded.

 Our current data indicates that of our 5 ELL students, 4 students have received 4 plus years of ELL instruction, and thus benefit from an program that support both language acquisition and general literacy skills. 1 student is a newcomer, and is utilizing both an online program (Rosetta Stone) as well as a supportive peer group to improve reading, writing and speaking.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 As a new school, we have not administered the NYSTILL.

 NYSELAT data and NYS ELA scores reveal that the 2 students we services for a full year in 2014-2015 made gains. Specifically,
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We use this information to set student goals, support students in the ESL and content classes, and to make school wide decisions on programming and resource allotment.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

ENL Program:

As a new school, we have not yet received testing data from the 2014-2015 school year.

On in class assessments, our two ELL students with 3+ years receiving services were scoring comparable to their peers on test in taken in English, and both met promotional criteria on the NYS ELA and Math exams (we are still awaiting further data)

Our newcomer student performed better on in-class assessments translated in to her native language (Spanish). Assessments were translated by our ESL teacher. This student did not meet promotional criteria on the NYS math assessment, which she took in her native language.

Students have not yet taken the ELL periodic assessments.

- 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]
N/A-We are a 6-8 school.

- 6. How do you make sure that a student’s new 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.

As an MSQI school in the 2015-2016 school year, all teachers are working on embedding literacy into every the class, and through this lens, teachers support the individual needs of students, specifically ELLs.

- 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

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).
Similarly to how we analyze data to drive instruction, we will also use this data analysis to inform us of our program's effectiveness. In the 2015-2016 school year, benchmark assessments, pre and post assessments, looking at student work protocols, report card data, student reflections, teacher reflections, observations, state exam performance, etc, will be analyzed at monthly meetings to ensure ELL students are receiving effective services.

Part IV: ELL Identification Process

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

- 1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.
We implement the four step ELL identification process as described by the NYCDOE ELL Policy to ensure holistic and individualized decisions are made by qualified personnel. These steps are:
 1. Administration of the Home Language Questionnaire; administered by an ESL teacher or other qualified personnel as defined by CR154.2. The results of the survey are entered into ATS by the pupil accounting secretary. In order to accommodate parent and student home language needs during this process, we utilize staff who are bilingual, including our Pupil Accounting Secretary (Spanish), and the NYCDOE Translation and Interpretation Unit’s translation by phone support.
 2. The individual interview with the student is conducted by a licensed ESL teacher.
 3. As determined by the HLS, Administration of a statewide New York State Identification Test for English Language Learners (NYSITELL) to determine the English proficiency level by an ESL teacher or other qualified personnel as defined by CR154.2.
 4. Administration of the Spanish LAB to newly identified ELLs whose home language is Spanish by an ESL teacher or other qualified

personnel as defined by CR154.2.

Based on NYSITELL results, the pupil accounting secretary will enter results in ATS and send an entitlement letter to the parents/guardians of each student who is eligible for ELL services.

5. In accordance with policy, these steps will be completed within ten days.

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

We will follow the SIFE Identification Process as outlined in the NYCDOE ELL Policy. Specifically, upon completion of the above described ELL identification process, RMS will:

1. Administer the oral interview questionnaire, conducted by an ESL teacher or other qualified personnel as defined by CR154.2.
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS) by an ESL teacher or other qualified personnel as defined by CR154.2.

The pupil accounting secretary will enter the initial SIFE status no later than 30 days from initial enrollment (BNDC). This will be supervised by the Assistant Principal.

In the event that a student's SIFE status needs to be modified with the first year (As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year), the pupil accounting secretary will make the update in ATS, monitored by the Assistant Principal.

SIFE status will be removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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

We implement the four step ELL identification process as described by the NYCDOE ELL Policy to ensure holistic and individualized decisions are made by qualified personnel. These steps are:

1. Administration of the Home Language Questionnaire; administered by an ESL teacher or other qualified personnel as defined by CR154.2. The results of the survey are entered into ATS by the pupil accounting secretary. In order to accommodate parent and student home language needs during this process, we utilize staff who are bilingual, including our Pupil Accounting Secretary (Spanish), and the NYCDOE Translation and Interpretation Unit's translation by phone support.
2. The individual interview with the student is conducted by a licensed ESL teacher.
3. As determined by the HLS, Administration of a statewide New York State Identification Test for English Language Learners (NYSITELL) to determine the English proficiency level by an ESL teacher or other qualified personnel as defined by CR154.2.
4. Administration of the Spanish LAB to newly identified ELLs whose home language is Spanish by an ESL teacher or other qualified personnel as defined by CR154.2.

Based on NYSITELL results, the pupil accounting secretary will enter results in ATS and send an entitlement letter to the parents/guardians of each student who is eligible for ELL services.

5. In accordance with policy, these steps will be completed within ten days.

In addition to the ELL Identification process outlined above, the LPT members and an IEP team will convene to review the incoming student's IEP.

The LPT/IEP team will determine a student's eligibility for special education services and the language in which special education programs and services are delivered and how Response to Intervention (RTI) approaches will be applied to ELL students who enter with lower levels of proficiency in the home language. The LPT/IEP team will work with the parent to ensure appropriate ELL and Special Education services are provided. They will be supervised by the Assistant Principal.

LPT Titles: Assistant Principal who is the Director of Special Education (Elizabeth McCormack), ESL Teacher with a TESOL certification (Minday Kolomeysky), Special Education Teacher with an ESL extension (Karen Smith), Parent or Guardian of the student

Recommendations will be accepted or rejected within 20 days, in accordance with policy. ELL student with an IEP service placement will occur within 10 days of the meeting.

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

The pupil accounting secretary will provide parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice, in their preferred language. She will indicate that this form has been provided in ILOG. Every attempt will be made to have parents complete the form in their preferred language at the school at the time of the parent orientation to ensure it is provided within the five school days.

If not given to the parent at the time of the orientation, the form will be sent home by the pupil accounting secretary, who will also call the family and log this attempt in ILOG. This will be supervised by the Assistant Principal.

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

Parents will be informed both verbally and in writing at the time of enrollment that they have the right to appeal ELL status. The will accompany the HLS. The pupil accounting secretary will ensure that parents are provided with the information.

In accordance with the NYCDOE ELL Policy, the LPT will initiate a review of the ELL status determination upon receipt of a written request from any of the following within 45 days of enrollment:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

Correspondences will be placed in student files in a locked cabinet in the main office by the pupil accounting secretary.

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

- Upon the completion of the assessment, an ESL teacher or other qualified personnel as defined by CR 154.2. will inform parents of the three instructional models available in New York City, and explain that Redwood Middle School currently offers freestanding ENL. They will provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video. During the orientation, the teacher will also provide information on the Common Core standards, and the Expeditionary Learning and Engage Curricula we use at RMS, and NYS and school benchmark assessments, including the DRP and Running Records. All parent orientations will be conducted in the parent/guardian's preferred language.

Once the ESL Teacher informs parents of all three program options at the parent orientation, the pupil accounting secretary will provide parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice.

Upon completion of the survey, the pupil accounting secretary will enter the parent choice as indicated on the Parent Survey & Program Selection Form in the ELCP screen on ATS. If the parent do not return the survey, the results will be entered as "Bilingual Education" in accordance with the CR 154.2.

The pupil accounting secretary 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, the ESL teacher 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 borough ELL support, and the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment.

While the school awaits the transfer, the child will temporarily be placed by Ms. McCormack in the freestanding ESL program in the school. She will also reach out to the parents through phone and written letter when the program becomes available in the parent's preferred language.

This entire process will take less than 10 days.

Should a TBE/DL program become available at the school, the Assistant Principal will reach out to those parents who previously chose one of these options in writing and through phone in the parents' preferred language. .

2015-2016 Teacher with ESL Licenses

Mindy Kolomeysky (English To Speakers Of Other Languages Professional Certificate, 2011)

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

Parents will receive the Survey and Program Selection form at the time of registration from the pupil accounting secretary, in their preferred language or with translation support through staff or the Translation and Interpretation Unit services.

Return surveys will be collected by the pupil accounting secretary, and placed in the student's permanent file by the pupil accounting secretary.

The pupil accounting secretary will regularly inform the Assistant Principal of parents/guardians who have not returned the survey.

The assistant principal will instruct student's advisor to call home initially.

The assistant principal will conducted follow up out reach through phone and in writing in the parents' preferred language, and request parents in the parents' preferred language to come to school for support in completing the survey.

The pupil accounting secretary will enter all outreach in ILOG and the results in ATS.

Should a TBE/DL program become available at the school, the Assistant Principal will reach out to those parents who previously chose one of these option in writing and through phone in the parents' preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The pupil accounting secretary will regularly inform the Assistant Principapl of parents/guardians who have not returned the survey through email on a bi-weekly basis.
- The assistant principal will report to the principal in cabinet meetings.
- Parent Survey and Selections forms collected in person will be collected by the pupil accounting secretary. Parent Survey and Selections forms returned to the school by the student will be collected by the advisor, given to the pupil accounting secretary and placed in the student's file.
- All correspondence will be conducted in the parents preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letter will be sent home by the pupil accounting secretary via back pack as well as mail. Students' advisors will contact parents when these letters are distrubuted to inofrm parents that they are being sent. They will utilize a translation service if needed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation will be filed by the school aide in the student's permanet record folder, as well as in the ELL Compliance folder located in the principal's office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- We take the following steps:
1. The Assistant Principal runs the report in ATS to determine NYSESLAT eligibiltiy.
 2. The Assistant Principal tracks the arrival of NYSESLAT documents (test booklets, etc). These are stored in a locked closet until the time of adminstration.
 3. The Assistant Principal and Testing Coordinator creates a schedule to test students, utilizing Literacy periods for adminstration so as not to remove student from core content. The AP tests the students in accordance with the Testing Adminstration Manual, observing all testing protocols.
 4. The NYSESLAT is then scored by the AP and ESL Teacher(s), packagaged and returned.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional suport parent notification letters will be sent home via back pack as well as mail. Students' advisors will contact parents when these letters are distrubuted to inofrm parents that they are being sent. They will utilize a translation service if needed.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- As a new school, we have only administered one survey. The parent selected ENL. We do not have enough data at this time to re-align our program.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Students are group by grade level for freestanding ENL classes (i unit). They are in intergrated classes for the remainder of the day, including ELA, where they receive .5-1 units depending on proficiency level.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Stand Alone: All ELL students will receive 4 periods of ELL instruction (180 minutes) in an ELL specific literacy class.
Intergrated: ELL students will receive 2-4 periods (90-180) of intergrated ELL services in ELA, based on student proficiency level.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
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. She provides articulationforms/congruence sheets to classroom teachers to reinforce and align laguage, literacy and Math intruction which fosters academic language development and help students meet the demands of the Common Core Learning Standards. 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 litening activities during the read-alouds, playing & discussing books on tapes, phonics, etc. This includes using visuals, demonstrations and collaborative learning activities for the ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages 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, DRAs, TC running records, On-Demand writing, and other Performance Assessments in Content areas are conducted monthly and classroom quizzes and tests are conducted summatively at end of units to ensure steady growth of all 4 modalities of English acquisition is on-going throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
As our curricula is Common Core aligned, assessments in reading (RL and RI standards), Writing (W standards), speaking and listening (SL Standards), are regularly assessed for all students.
Reading:
DRP (4x per year)
Running Records (4x per year)
Reading Notebooks (weekly)
Student-Teacher Literarcy Conferences (weekly)

Writing:
On Demand Assignment (2x per month)
Notebooks (weekly)

Published Pieces (1 per month)
Vocabulary Quiz (2x per month)

Speaking:

In class discussion rubric (2x per week)
Rosette Stone with Microphone headsets (2x per week)

Listening:

Read aloud assessments (1 per week)
Reading notebooks (1 per week)
Rosette Stone with Microphone headsets (2x per week)

Monthly, data teams will review these assessments for the ELL sub-group.

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

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

a. We do not currently have SIFE students at our school.

b. Newcomer students receive the mandated number of ESL classes based on their proficiency level. Additionally, ELLs receive instruction in ELA from a dual-licensed teacher (ELA/ESL). Finally newcomers will engage will use Rossette Stone 2x per week.

c. ELLs receiving service for 4-6 years receive the mandated number of ESL classes based on their proficiency level. Instruction focuses on development of academic reading and writing skills, and will be differentiated to meet their individual needs.

d. We do not currently have Long Term ELLs

e. ELLs with special needs will receive the mandated number of ESL classes based on their proficiency level as well as the services as outlined on their IEP. Instruction focuses on development of academic reading and writing skills, and will be differentiated to meet their individual needs in accordance with the IEP.

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

At RMS, all curricula is aligned and paced consistently, so that all students have access to the same content and instruction. Teachers frequently engage in assessment in order to provide targeted instruction to students to ensure they continue to progress.

Phase 1

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process within 45 school days of enrollment only

- Have a home language other than English, and
- Are ELLs and non-ELLs

The pupil accounting secretary will inform the parent/guardian of their right to a re-identification process in their preferred language upon completion of the registration process.

The LPT will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The student will give these requests to their advisors, who will give the request to the assist principal.

The Re-identification Process will be completed within 10 school calendar days of receipt of written notice unless the student also has a disability. In which case, the CSE will be consulted, facilitated by the assistant principal, the process will be completed within 20 school calendar days.

The RMS Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal). These are

given to the student's advisor, who then gives the request to the assistant principal.

2. The LPT, initiated by the assistant principal, reviews all documents related to the initial or reentry identification process detailed above. These will be found in the student's file.
3. The LPT reviews the student's work in English and in the home language.
4. The testing coordinator may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. This will be at the determination of the LPT. Under no circumstances will the Re-identification Process include a second administration of the NYSITELL.
5. The assistant principal will consult with parent or guardian.
6. The ESL Teacher will conduct and review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English, and report to the LPT.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English, facilitated by the assistant principal.
8. Based on the recommendation of the ESL teacher, the school principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian by the pupil accounting secretary. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student by the pupil accounting secretary, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision by the principal.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. This will be completed by the assistant principal, who will inform the teachers and the parent of the changes in their preferred language.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian in their preferred language, and/or student), the principal and the LPT will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ESL teacher and the assistant principal, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services such as small group instruction and AIS services.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Levelled Text
 - Books in the Native Language
 - Sentence starters
 - Online Learning (Rossette Stone, Wowzers)
 - Graphic Organizers
 - Structured peer partnerships for support and talk
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
All IEP students' program are tailored to fit their needs, as we offer the full continuum of services in addition to a literacy period built within the schedule. Students are not pulled from regular class for ESL, rather the teacher pushes in.

Chart

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

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

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

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



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

Chart

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

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

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

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

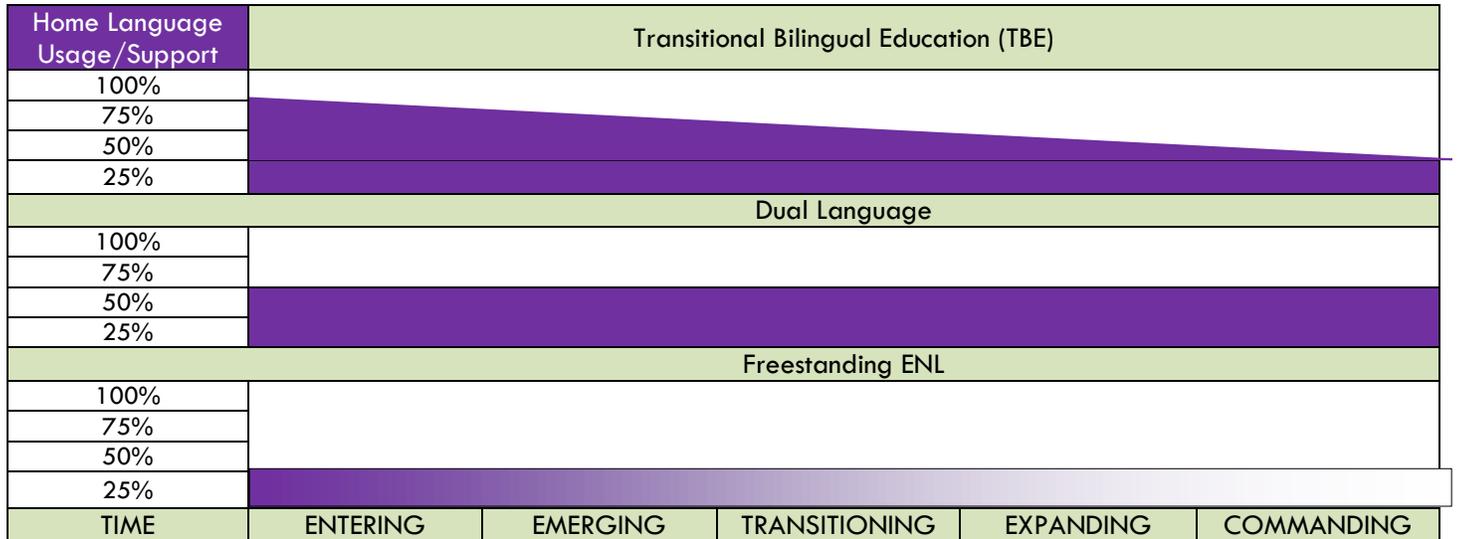


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

We also offer Rossette Stone in 48 languages for students at least 2x per week, and more if needed.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Based on the DRP scores of our ELL students, our literacy instenstives, core classes and ELL services have been effective. Students have demonstrated gains. Additionally, the 2 students tested in ELA met promotional criteria on the NYS ELA test.

Review of student grades in Social Studies and Science also reveal gains for all ELL students.

Finally, teachers review student data in following ways:

School-wide Department Data review (5x per year) with target group, including ELLs focus

Daily assessment checks

Weekly Lesson Plan studies and bi-weekly department meeting.

All teachers are made aware of ELL students in their classes when roster are distubuted at the beginning of the year.

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

In 2015-2016 school year, we will make the following improvements:

Extend the Literacy Intensive program from 3 to 5 periods per week.

We will be engaged in the work of MSQI (Middle School Quality Iniative).

Our rational for increasing Literacy supports and instructional time is that not all students aer curretnly reading on grade level.

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

None. Our data reveals that what we are currently is successful.

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

Tutoring in all content areas is available for ELLs during lunch as well as through our after school program SONYC. They are made aware of programs through their dailly advisory meetings.

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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 classro

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Periodic Assessments and Performance Assessments are available in native language, as well as access to translation site online.

Books in their native languages

Bi-lingual text

Google translator

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

We allocated apporiate funds and make purchases of materials designated to specific grades and ages.

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

We hold a parent orientation for incoming students and their families

19. What language electives are offered to ELLs?

We offer language electives through Rossetta stone which enables us to provide 16 different languages including Russian, Chinese, Spanish, English, etc.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ESL teacher also attends professional learning opportunities sponsored for ESL teachers from Borough Support Office 606 and PDs from the Office of ELLs and from the Brooklyn/Queens BETAC to learn new innovative ways and research-based ESL strategies.

The school provides professional development to school staff including the assistant principal, guidance counselor, secretaries, and all classroom teachers especially those with ELLs. These PD's are focused on Common Core Standards & Danielson's Framework, data-driven instruction and best practices. Most PDs are school-based and usually provided by administration and teacher leaders. Some PDs will be provided by the Borough Support Office. ESL person/ESL specialist from the Borough Support Office will provide PD to classroom teachers to meet the minimum 7.5 hours of required ELL training. Records of agendas and attendance to the PDs are filed and kept in the Administration PD binder. The ESL teacher shares with classroom teachers ESL strategies they could use in the class for ELLs. This will give the teachers some support in terms of differentiated activities they could use appropriate for the ELLs proficiency level in the classroom. The school distributes survey or questionnaires to staff to determine what professional developments they need in terms of best practices, data analysis, curriculum standards and instruction. PD Calendar for the current school year is made on a monthly basis: It started in September and will continue throughout the school year, with structured time during Monday PD.

Weekly department meetings are in place at Redwood to support the teachers' instructional needs. The school ensures that all teachers receive help from administration through weekly one on one planning meetings.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers are provide in on-site and off site PD opportunities including common planning and student work studies aligned to the Common Core at the school, and opportunities to attend ELL PDs provided by the Office of English Language Learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All teachers are provided professional development in Restorative Practices, and engage in a advisory program that individualizes support for all students.

The Guidance Counselor receives PD from the Borough Field Office.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

RMS will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners on Monday PD days. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For the English as a new language teacher, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Additionally our work with MSQi will also support all teachers in developing practice in language acquisition and literacy support.

These PD will occur during Monday Professional Learning, as well as off site through offerings of the OELL and the Borough Field Office.

C. Parental Involvement

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

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 an ELL Parent Orientation meeting at the beginning of the school year.

All correspondence will be available in the parent's preferred language. Translation will be provide through school staff (Spanish) and the DOE translation and interpretation phone support.

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

ELL parents are informed of meeting through backpacked letters, Principal's newsletter and calendar (translated as needed), and phone calls made by students'asdivisors.

Outreach is logged in the Parent Engagement log.

All correspondence will be available in the parent's preferred language. Translation will be provide through school staff (Spanish) and the DOE translation and interpretation phone support.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PTA meetings have particular themes and address specific issues, like using our online grading system, college preparation, and graduation requirements.

All correspondence will be available in the parent's preferred language. Translation will be provide through school staff (Spanish) and the DOE translation and interpretation phone support.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.

5. How do you evaluate the needs of the parents?

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.

Principal provdes a parent survey 2 times per year at the PTA meeting.

All correspondence will be available in the parent's preferred language. Translation will be provide through school staff (Spanish) and the DOE translation and interpretation phone support.

6. How do your parental involvement activities address the needs of the parents?

PTA meetings have particular themes and address specific issues, like using our online grading system, college preparation, and graduation requirements. PTA identifies needs through PTA surveys.

All correspondence will be available in the parent's preferred language. Translation will be provide through school staff (Spanish) and the DOE translation and interpretation phone support.

D. Additional Information

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

To date, we service five ELL students.

Part VI: LAP Assurances

School Name: **Redwood Middle School**

School DBN: **28Q332**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Reiter	Principal		10/28/15
Elizabeth McCormack	Assistant Principal		10/28/15
	Parent Coordinator		1/1/01
Mindy Kolomeysky	ENL/Bilingual Teacher		10/28/15
	Parent		
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eton Bent	School Counselor		10/28/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q332** School Name: **Redwood Middle School**
Superintendent: **M.**

Before you begin, please check the following:

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

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

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

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

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

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 with translation supports as needed. Based on their responses to the survey, the students' home language is established and recorded on the Emergency Contact card, as well as eligibility for testing with the NYSTELL.

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

According to 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 is 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
We do not yet have access to the Home Language Report for 2015-2016.

Part B: Creating a Communications Calendar

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

Welcome letter and supplies list, Principal's Newsletters with Calendar, PTC Announcements, After school information, IEPs, permission slips, Letters go out on the fifth of the month.

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

Parent Oreintation (August), PTC Conference (4x per year), PTA/SLT meetings (monthly)

Informal Interactions: At risk meetings, Advisor meetings, school celebrations such as assemblies and events such as dances (dates based on need)

Part C: Providing Language Assistance Services

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

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

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

Part D: Training Staff on Policies and Procedures

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

Staff will be trained at the start of the school year at the first Monday PD.

Teachers will receive a copy of the I speak card which include the phone number for translation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We will comply with all rules set forth in the Chancellor's regulations.

The pupil accounting secretary, supervised by the assistant principal, will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services in the first week of school via backpacks and at Curriculum Night

We wo;; post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. This will be posted on the board near the parent sign in desk in the main office.

The school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers by providing translation services as needed.

We will share the Department's website that provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services at the first PTA meeting.

Part F: Monitoring and Quality Control

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

Parents will be administered a survey at two points during the school year to gather feedback on the quality and availability of services.