2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 28Q332
School Name: REDWOOD MIDDLE SCHOOL
Principal: JUDSON HAMILTON
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Redwood Middle School
School Number (DBN): 28q332
BEDS Code: 342800010332
Grades Served: 6-8
School Address: 133-25 Guy R Brewer Blvd
Phone Number: 718-276-4540
Fax: 718-276-6050
School Contact Person: Judson Hamilton
Email Address: jhamilton@schools.nyc.gov
Principal: Judson Hamilton
UFT Chapter Leader: Sadi Comrie
Parents’ Association President: Deborah Hall
SLT Chairperson: Sadi Comrie
Title I Parent Representative (or Parent Advisory Council Chairperson): Felecia Cannon
Student Representative(s): n/a
CBO Representative: Tiffany Perry

District Information

Geographical 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

Field Support Center (FSC)

FSC: Queens South
Executive Director: Marlene Wilks
Executive Director's Office Address: 82-01 Rockaway Blvd
Executive 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 and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judson Hamilton</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Sadio Comrie</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Deborah Hall</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Felecia Cannon</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lisa Rose</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Garland Ward</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Renee Skeete</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Carolina Faulkner</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Anita Dass</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Felecia Cannon</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Eton Bent</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Melesh Romeo</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Sadio Comrie</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

| 1. What is your school’s mission statement? |

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 though 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.

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2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Redwood Middle School strives to provide each child with the supports he/she needs to be successful. As an MSQI school, we provide additional periods of targeted literacy instruction to all our students whether they are below, at or above grade level. Additionally, in the 2018-2019 school year, RMS will be offering additional period of math intensives.

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. 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.

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. Students meet each morning with their advisers in morning circle to set the tone for the day.

Technology is an integral part of the curricula at Redwood. Our students use technology to enhance their classroom learning, using i-pads, laptops and desktop computers in various subject areas to support learning. In math, students use a self-paced math program, IXL, to further develop their math skills. This year we are expanding our class offering to include software engineering. This curriculum is supported through a DOE grant.

We continue to make 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 focus area is to continue to deepen our feedback and assessment cycle which will provide more rigorous instruction.
In order to support our continued growth of ENL students, we have hired a dual licensed ENL/ Special Education teacher. Her work will continue to support our students.

We also will focus on deepening our community and family ties as we enter our fifth year. We will be developing Academic Parent Teacher Teams, through the support of MSQI, to further engage parents in the school.

3. Describe any special student populations and what their specific needs are.

Redwood has a growing ENL population that come with varying levels.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Redwood made the most progress in rigorous instruction and collaborative teachers. We plan to continue to focus on rigorous instruction and strong family community ties for the upcoming school year.
## School Demographics and Accountability Snapshot for 28Q332

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>06,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>309</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
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### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>21</th>
<th># SETSS (ELA)</th>
<th>12</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>21</td>
<td># SETSS (Math)</td>
<td>4</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types and Number of Special Classes (2018-19)</th>
<th></th>
</tr>
</thead>
</table>

### # Visual Arts

#### # Music

#### # Drama

#### # Foreign Language

#### # Dance

#### # CTE

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>69.0</th>
<th>% Attendance Rate</th>
<th>92.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>82.1</td>
<td>% Reduced Lunch</td>
<td>5.8</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>3.9</td>
<td>% Students with Disabilities</td>
<td>24.3</td>
</tr>
</tbody>
</table>

### Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 3.9 | % Black or African American | 67.0 |
| % Hispanic or Latino          | 9.7 | % Asian or Native Hawaiian/Pacific Islander | 16.2 |
| % White                      | 2.3 | % Multi-Racial             | 4.9  |

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

| ELA Performance at levels 3 & 4 | 28.8 | Mathematics Performance at levels 3 & 4 | 21.9 |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | N/A | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | 39 |

### Student Composition for High Schools (2017-18)

- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

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

<table>
<thead>
<tr>
<th>Reward</th>
<th>No</th>
<th>Recognition</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>No</td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>YES</td>
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</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
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<tr>
<td>Students with Disabilities</td>
<td>YSH</td>
<td>Limited English Proficient</td>
<td>N/A</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YSH</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Science (2016-17)</th>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
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<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
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</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
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<tbody>
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<tr>
<td>Students with Disabilities</td>
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<td>Limited English Proficient</td>
<td>N/A</td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
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#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
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<th>Black or African American</th>
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<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 2018-19 CEP
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Our curricular choices are aligned to the CCLS as evidenced by student growth on school-based assessments, specifically standards based math assessments and Degrees of Reading Power assessment. Furthermore, the ‘17-'18 Learning Environment Survey revealed a positive score of 96% and 100% in literacy and math respectively in shifts towards the Common Core.

While our students showed great growth on both the ELA and Math state exams in 16-17, our proficiency ratings were 25% and 19% respectively. This indicated a need to ensure our lessons are scaffolded properly as well as extended for all students. We are awaiting the results of '17-'18 exams.

The 17-18 Learning Environment indicated that discussion practices are an area of need, with a 63% positive survey response as well as a trend of developing in 3B across teacher observations. Additional analysis of teacher observation data revealed trend of developing in the use of Assessment in Instruction as well.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all ELA teachers will provide differentiated instruction utilizing student work and data to improve student's ability to analyze complex text as evidenced by a 3% increase on the NYS ELA exam.
<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All teachers | Sept-Oct | Principal, Assistant Principal |
| Department Planning Time: One hour a week will be devoted to teacher collaboration in departments: Literacy, Math, Science and Social Studies. These sessions, facilitated by department leads, will allow teachers to reflect on current assessment practices in their classrooms including designing unit plans/performance tasks aligned to CCLS, planning ongoing assessments in lesson plans and analyzing assessment data. | Literacy, Math, Science Teachers | Sept-June | Department Leads  
Principal, Assistant Principal |
| At least once a month professional learning time will be devoted to reviewing assessment data in order to provide appropriate scaffolds so all students, including ENLs and SWDs can access the tasks. Professional learning sessions will be facilitated by the principal, assistant principal, peer collaborator, model teacher | All teachers | Sept-June | Principal, Assistant Principal, Department leads, Teacher leaders |
| Monthly professional learning will be differentiated to support teacher growth in Engaging Students in Learning and Using Assessment in Instruction (PL calendar, resources and topics to be created based on staff need. | All teachers | Oct-June | Principal, Assistant Principal, teacher leaders |
| Teachers will engage in Cycles of Learning (Inquiry teams) in which they will identify an area of focus and develop a strategy, including method of measurement. They will meet every two to four week to analyze assessments and make adjustments to meet student need. | All teachers | Oct-June | Principal, Assistant Principal, Teacher leaders |
| Parents and Teachers will engage in the academic parent teachers teams. Teachers will meet 4 times a year with one class of parents to discuss data and share strategies they can use at home to support ELA/math instruction | All parents | Oct-June | Dept. Leaders, Principal, Parents, Parent Coordinator |
| Teacher Leaders and Administration will complete bi-monthly learning walks with a focus on instruction. Feedback will be shared at department meetings. | ELA/Math/Science/SS teachers | Nov.2018  
Jan. 2019  
Mar. 2019 | Dept. Leaders, Principal, Assistant Principal |
3b – Parent and Family Engagement

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

We will engage families in the following ways:

- Monthly PTA meeting, including a teacher/administrative update on curricula
- Monthly Parent Newsletters with curricula updates
- Parent workshops
- Curriculum Showcase
- Skedula updated weekly
- REMIND messages

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. We will also use MSQI funding to support the Academic Parent Teacher Teams.

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

Part 5 – Progress Monitoring

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

Students will take baseline assessments in September and again in Jan/Feb. By February 2017, all students will show a 5% increase in ELA and Math scores from their September baseline assessments.

All teachers will receive at least two observations by February 2019, and the results will be analyzed for growth in 3D Using Assessment in Instruction.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
<table>
<thead>
<tr>
<th>Degrees of Reading Power Assessment, Benchmark assessments in math, parent survey, teacher observation rubric data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 5c.</strong> In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you</td>
<td>The 2017-2018 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 and the 2017 learning environment survey revealed a 79% positive response to classroom behavior. 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, as well as the pedagogical skills of teachers to manage their classrooms, to improve the overall respect students show each other and staff, and create a culture of “It’s cool to be smart”</td>
</tr>
<tr>
<td>are supporting the whole child?</td>
<td></td>
</tr>
</tbody>
</table>

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 3% increase in teachers’ environment survey positive responses to questions around the category Supportive Environment: Classroom Management, driven by our school wide implementation of PBIS practices.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).  |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Teachers new to RMS/all teachers</td>
<td>July-Aug</td>
<td>Principal, Assistant Principal, Teacher Leaders</td>
</tr>
<tr>
<td>All teachers/students</td>
<td>Sept-June</td>
<td>Advisory Coordinator</td>
</tr>
<tr>
<td>All students</td>
<td>Sept-June</td>
<td>Advisory Coordinator/Assistant Principal, Principal</td>
</tr>
<tr>
<td>Students</td>
<td>Oct-June</td>
<td>Advisory coordinator/Assistant Principal, Principal</td>
</tr>
</tbody>
</table>

**During the summer, professional development will be provided for incoming teachers on our advisory program and GoRED.**

**Identify and support an Advisory/PBIS coordinator to support all teachers and students in this initiative and strategies for positive classroom management.**

**Create a calendar and implement school-wide activities that are aligned to the ADA’s No Place for Hate initiative.**

**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.**

---

**3b – Parent and Family Engagement**

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

Redwood will use MSQI’s Academic Parent Teacher Teams model to provide school leaders and teachers with a developmental and collaborative process for building strong relationships with families focused on student academic growth and achievement. Teachers will facilitate three 75-minute team meetings each year—each consisting of the teacher meeting with the families of all of the teachers’ students. The team meetings give families opportunities to learn and contribute in a collaborative environment. Important grade-level information and effective home practices are learned and exchanged with and among families.

---

**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 as well as professional learning on effective classroom management. Per session will be provided for the advisory coordinator as needed. Funds will be used for Box out Bullying.

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, 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.** Indicate the specific instrument of measure that is used to assess progress.

Google survey will be used to measure progress

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

**Part 1 – Needs Assessment**

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

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

The 16-17 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 during the 2017-2018 school year in 3d revealed inconsistent practice among departments. This indicates a need for teachers to work collaboratively within and across departments to develop consistent assessment practices that move student performance.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all math teachers will work collaboratively to develop accelerated units of study and tiered tasks that embed Algebra I content in order to put all students on the trajectory for the grade 8 Algebra I Exam as demonstrated by the creation of six units and tasks tied to the Algebra 1 curriculum for grades 6 and 7.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in all departments will have at least 2 collaborative planning periods in their schedules for the 2018-2019 school year. Teachers will use this time to share strategies observed during visits.</td>
<td>All Teachers</td>
<td>Sept-June</td>
<td>Teacher Leaders</td>
</tr>
<tr>
<td>During Monday PL sessions teachers will participate in meaningful professional learning sessions. 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.</td>
<td>All teachers</td>
<td>Sept-June</td>
<td>Teacher Leaders</td>
</tr>
<tr>
<td>Teachers will debrief observations with Teacher Leaders to discuss take-aways and next steps for instruction. Teacher leaders will follow up by visiting teachers' classrooms.</td>
<td>All Teachers</td>
<td>Sept-June</td>
<td>Principal/A.P.</td>
</tr>
<tr>
<td>Model Teachers will create a year-long inter-visitation calendar, including debrief sessions with visiting teachers, to be modified based on teacher need.</td>
<td>All teachers</td>
<td>Sept-June</td>
<td>Teacher Leaders</td>
</tr>
<tr>
<td>ELA and math teachers will collaboratively establish protocols for student self assessment.</td>
<td>ELA/Math</td>
<td>Oct-Jan</td>
<td>Principal/A.P. and dept. leaders</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

We will engage families in the following ways:

- Monthly PTA meeting, including a teacher/administrative update on curricula
- Monthly Parent Newsletters with curricula updates
- Parent workshops
- Curriculum Showcase
- Skedula updated weekly
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 as well as pay for Mentor Teacher and Peer Collaborator.

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

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By June 2018, teachers scoring Effective or Highly Effective on Danielson Framework Component 3D: Assessment will increase by 10%, driven by cycles of teacher team inter-visitation focused on best practices in the classroom.

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

School created inter-visitation form and survey

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td>The learning environment survey indicates 94% of teachers responded positively to questions around inclusive leadership. While this is a strength, we would like to increase teacher influence at Redwood Middle School. Teacher leadership will be utilized to strengthen teacher practice and build leadership capacity to support all students.</td>
</tr>
</tbody>
</table>

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all teachers will create curriculum maps for their</td>
<td>By June 2019, all teachers will create curriculum maps for their units incorporating their higher order thinking questions and assessment calendars, shared on the school's digital curriculum platform, driven by professional development and targeted observation.</td>
</tr>
<tr>
<td>units incorporating their higher order thinking questions and</td>
<td></td>
</tr>
<tr>
<td>assessment calendars, shared on the school's digital curriculum</td>
<td></td>
</tr>
<tr>
<td>platform, driven by professional development and targeted</td>
<td></td>
</tr>
<tr>
<td>observation.</td>
<td></td>
</tr>
</tbody>
</table>
### 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Develop additional committees to oversee different key initiatives that are aligned to our school goals. Team representatives meet regularly with school leadership to plan for and debrief from team meetings.</td>
<td>Teacher leaders</td>
<td>Sept-June</td>
</tr>
<tr>
<td>Develop a structured student government to promote advocacy and allow students to weigh-in on school-wide decisions.</td>
<td>Teacher leaders/AP Students.</td>
<td>Sept-June</td>
</tr>
<tr>
<td>Meet weekly or as needed with individual teacher leaders to coach and support their individual needs.</td>
<td>Teacher leaders</td>
<td>Sept-June</td>
</tr>
<tr>
<td>Create specific protocols for teacher-led initiatives, include opportunities for teacher facilitated learning.</td>
<td>Teachers, Teacher leaders</td>
<td>Sept-June</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

We will engage families in the following ways:

- Monthly PTA meeting, including a teacher/administrative update on curricula
- Monthly Parent Newsletters with curricula updates
- Parent workshops
- Curriculum Showcase
- Skedula updated weekly
- REMIND messages
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, school budget will reflect teacher leader positions.

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

<table>
<thead>
<tr>
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Part 5 – Progress Monitoring

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

By June 2019, 65% of parents’ environment survey environment surveys will have positive responses to questions around volunteering to support the school, driven by our improvements to parent communication and focus on expanding school culture events.

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

Learning environment survey, administration/teacher debriefs

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**
Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

The Framework for Great Schools shows only 81% 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 sixth year.

**Part 2 – Annual Goal**
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 65% of parents’ environment survey will have positive responses to questions around volunteering to support the school, driven by our improvements to parent communication and focus on expanding school culture events.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 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).</td>
<td></td>
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</tr>
</tbody>
</table>

Parents and teachers will collaborate to create a parent survey to identify workshops and volunteer activities parents would be interested in for the year

Parents | Sept | PTA president, teacher leaders

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

Parents and teachers will participate in the Academic Parent teacher Teams.

Parents | Nov-June | Parents, Teacher

3b – Parent and Family Engagement

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

We will engage families in the following ways:

- Monthly PTA meeting, including a teacher/administrative update on curricula
- Monthly Parent Newsletters with curricula updates
- Parent workshops
- Curriculum Showcase
- Skedula updated weekly
- REMIND messages
- Kidwise Resources (CBO)

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.

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

**Part 5 – Progress Monitoring**

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

By June 2019, 65% of parents’ environment survey will have positive responses to questions around volunteering to support the school, driven by our improvements to parent communication and focus on expanding school culture events.

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

School Learning Environment survey, PTA/Parent Event Attendance, APTT attendance and minutes.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>DRP levels, Lexile Levels, NYS ELA Scores</td>
<td>Rewards, Guided Reading, Word Generation, Socratic Seminar</td>
<td>Small Group Tutoring</td>
<td>During the school day, Afterschool</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>NYS Math Scores, Math benchmark assessments</td>
<td>Targeted small group instruction, IXL, Math Intensives</td>
<td>Small group Tutoring</td>
<td>During the school day, Afterschool</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>DRP levels and NYS ELA Scores</td>
<td>Targeted small group instruction, Literacy Intensive</td>
<td>Small group Tutoring</td>
<td>During the school day, Afterschool</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>DRP levels and NYS ELA Scores</td>
<td>Targeted small group instruction, Literacy Intensive</td>
<td>Small group Tutoring</td>
<td>During the school day, Afterschool</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>IEP Mandates, Anecdotal reports</td>
<td>Counseling Sessions, Success sheets</td>
<td>Small Group; One-to-one</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

**Supporting Students in Temporary Housing (STH)**


**Part A: FOR TITLE I SCHOOLS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>24</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Student/Parent/Family outreach by guidance counselor, metrocards, providing CBO information, Students will be provided with necessary supplies including uniforms, backpacks, and school supplies. Students will also receive counseling, as needed from both the guidance counselor and Kid Wise.</td>
</tr>
</tbody>
</table>

**Part B: FOR NON-TITLE I SCHOOLS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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.

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.

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.

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).

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.

Sample Topics Include:

- Assessment For Learning
- Providing Feedback that moves students
- Best practices in classroom management
- Student Work Analysis
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.

N/A

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).

N/A

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 codes\(^1\). To be eligible
for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>123655</td>
<td>x</td>
<td>11,13,15,19</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1906233</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.
The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

---

**Parent and Family Engagement Policy**

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 Elementary and Secondary School (ESSA) 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.

---

**Support for Parents and Family Members of Title I Students**

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

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary School Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

---

### Encouraging School-Level Parental Involvement

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 Elementary and Secondary School (ESSA) 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary School (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>Redwood Middle School</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judson Hamilton</td>
<td>Elizabeth McCormack</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
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<td>Eton Bent</td>
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<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mohannie Lauther</td>
<td>Ms. Hall</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaitlyn Iaquinta</td>
<td>Felicia Williams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Reich</td>
<td>type here</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mabel Muniz-Sarduy</td>
<td>type here</td>
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</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
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</table>

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
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</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>316</td>
<td>15</td>
<td>4.75%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>School Year Opened (e.g., 2012-13)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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<tr>
<td>Lang.</td>
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</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) [ ] Yes [ ] No [ ]
  If yes, indicate language(s):

- Dual language program (DL) [ ] Yes [ ] No [ ]
  If yes, indicate language(s):

- Freestanding ENL [ ] Yes [ ] No [ ]

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

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>Lang.</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   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. Additionally, the ESL teacher uses a baseline assessment include the curriculum.
   
   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 ENL students benefit from an program that support both language acquisition and
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 grouped by grade level for freestanding ENL classes (i unit). They are in integrated classes for the remainder of the day, including ELA, where they receive .5-1 units depending on proficiency level.

2. What structures do you have in place to support this effort?
   The following structure supports this effort:
   - Structure common planning
   - Scheduled ENL periods
   - Professional Development for all teachers on ENL strategies
   - School-wide assessment and data analysis, include a focus on the ENL sub-group
   - Extended school day through PROSE

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   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 2016-2017 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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   All students, including ENL students, are scheduled for six periods of intensive support instructive in Math and ELA. Additionally, the ENL teachers provide pull out and push in instructed based on student levels.

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   NYSTILL, NYSELAT data, DRP and NYS ELA scores are used to initiate as well as evaluated the success of programs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   We have the following structures:
   - Structured common planning
   - Weekly department meetings
   - Data analysis professional development
   - Google drive
   - Bi-weekly Cabinet/Programming Meetings

---

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Students are grouped by grade level for freestanding ENL classes (i unit). They are in integrated 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.
      Integrated: ELL students will receive 2-4 periods (90-180) of integrated 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 articulation forms/congruence sheets to classroom teachers to reinforce and align language, literacy and Math instruction which fosters academic language development and help students meet the demands of the Common Core Learning Standards. The ESL teacher delivers 100% English in providing differentiated instruction using hands-on activities and Language Experience Approach- i.e exposing them to speaking and listening activities during the read-alouds, playing & discussing books on tapes, phonics, etc. This includes using visuals, demonstrations and collaborative learning activities for the ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Ms. Elizabeth McCormack, the AP, and Tynesha Pearson, 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, DRPs, 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 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, the ENL teachers meets with all newcomers twice a week to support listening and speaking skills.
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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Levelled Text
- Small group instruction
- Books in the Native Language
- Sentence starters
- Online Learning (Rossette Stone, Ixcel)
- Graphic Organizers
- Structured peer partnerships for support and talk

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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. Two of our ENL/IEP students are alternative assessment, so their programs are adjusted to meet those needs.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our targeted intervention plan for ELLs in the content areas is to designate specific teacher in our 6th grade as the teacher for Math 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
In 2017-2018 school year, we will make the following improvements:
Provide a Literacy Intensive Period five days a week for strategic reading.
We will be engaged in the work of MSQI (Middle School Quality Initiative).

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

10. If you had a bilingual program, what was the reason you closed it?
Not Applicable

11. 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 daily 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.

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

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: I Xcel (Math), LightSail (Humanities) and BrainPop (Science). Additional enrichment materials, such as leveled libraries, are available in every content area classroom.

13. How is home language support assessed and 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

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

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

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

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: I Xcel (Math), LightSail (Humanities) and BrainPop (Science). Additional enrichment materials, such as leveled libraries, are available in every content area classroom.

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

We hold a parent orientation for incoming students and their families.

17. What language electives are offered to ELLs?

No language will be offered this year. Spanish was offered previously, and it is our plan to offer it again in the 2019-2020 school year.

18. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A
Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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.

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.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

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.

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.
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. 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.

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.

More information to be provided after an analysis of data for the new school year.
Part V: ELL Identification Attestation

Principal Certification

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

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

**School Name:** 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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judson Hamilton</td>
<td>Principal</td>
<td></td>
<td>9/10/18</td>
</tr>
<tr>
<td>Elizabeth McCormack</td>
<td>Assistant Principal</td>
<td></td>
<td>9/10/18</td>
</tr>
<tr>
<td>Felicia Williams</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/10/18</td>
</tr>
<tr>
<td>Mohanie Lauther</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/10/18</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mindy Kolomeysky</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/10/18</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Eton Bent</td>
<td>School Counselor</td>
<td></td>
<td>9/10/18</td>
</tr>
<tr>
<td>Mabel Sarduy</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

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

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

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

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

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

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

   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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
</table>
| According the Home Language Report, for the 2014-2015 school year we have 10 homes that primarily speak a language other than English. The major finding is the native home languages are broken down into the following categories: 4 homes where the language is Punjabi, 3 homes where the language is Spanish, 1 home where the language is Haitian Creole, one home where the language is French Haitian Creole, and one home where the language in Mandinka.

These findings will be reported to the school community at the first PTA meeting, post elections and a notice will be mailed home to the entire school community. As a new school, we are in the process of initiating our PTA.

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

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

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**Part B: Communications Calendar & Language Services**
1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Orientation (August), PTC Conference (4x per year), PTA/SLT meetings (monthly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Interactions: At risk meetings, Advisor meetings, school celebrations such as assemblies and events such as dances (dates based on need)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

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Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.
Part D: Providing Notice of Language Assistance Services

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

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

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 will 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 E: Monitoring Provision of Language Services

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

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