

THE GREEN SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)



SCHOOL: 14K454
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 14K454 SCHOOL NAME: THE GREEN SCHOOL

SCHOOL ADDRESS: 223 GRAHAM AVENUE, BROOKLYN, NY 11206

SCHOOL TELEPHONE: 718-599-1207 FAX: 718-387-7945

SCHOOL CONTACT PERSON: BEN DOREN EMAIL ADDRESS: BDOREN@SCHOOLS.NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: TBD

PRINCIPAL: KARALI PITZELE

UFT CHAPTER LEADER: NATHAN AFFIELD

PARENTS' ASSOCIATION PRESIDENT: MRS. JACKSON

STUDENT REPRESENTATIVE:
(Required for high schools) TBD

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 14 SSO NAME: EMPOWERMENT

SSO NETWORK LEADER: SHONA GIBSON

SUPERINTENDENT: AINSLIE CUMBERBATCH

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicate their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
KARALI PITZELE	*Principal or Designee	
NATHAN AFFIELD	*UFT Chapter Chairperson or Designee	
MRS. JACKSON	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
DIMITAJO LOFTIN	DC 37 Representative, if applicable	
RYAN MORRISON TABITHA SANTIAGO	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
JENNIFER ASHLEY	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Green School (TGS) exists to help young New Yorkers actively engage in their urban environment. Our progressive small high school provides leadership in environmental studies and green careers. Since opening in 2006 we developed a curriculum that is based upon the core value of sustainability, aimed to foster in students an active and vital personal connection to their environment. The TGS core sustainability values support a diverse student body, and the curriculum helps students to examine their individual relationships with the environment and the ways in which they fit into the complex urban structure, promoting civic engagement and youth leadership. Project-based experiential learning activities provide the intellectual context for both standardized and school-based skills development.

The TGS curriculum deepens students' curiosity for further study in fields related to the environment in college and will steer many of them towards careers related to sustainability. Progressive education means rigorous, active, inquiry-based learning that is driven by teacher enthusiasm, student engagement, and community support. Collaborative projects that focus on the development of critical thinking, analysis, and creativity form the Green School's educational centerpiece. Students find themselves in the position to ask serious questions about their environment and respond with profound answers.

The Green School is a learning community that develops science, math, literacy, and social studies skills in the context of New York City's many environments. Through rigorous interdisciplinary curricula, and hands-on, experiential projects, students engage with their environment, participate meaningfully in community life, and prepare for their futures. While focusing on "green" careers, the school's primary theme is sustainability, a concept and a practice that incorporates and recognizes the interconnectedness of the environment, the economy, society, and culture and promotes practices with the future in mind. The curriculum focuses on giving students scientific, historical, and contextual knowledge to make meaningful connections between their lives and the broader world, and the math and literacy skills they need to participate in that world. Students are able to demonstrate mastery of academic work in portfolios, examinations, and reflections by applying it to the world around them. Students participate in community service projects, internships and apprenticeships, and do independent projects based on their interests each year.

Students are evaluated through a variety of ways from periodic standardized assessments to ongoing performance-based assessment. Teachers use data on student achievement and student work to evaluate student learning and also to inform decisions about teaching methodologies. Each year, students present their work in portfolio roundtables to parents, peers, teachers, and community members culminating in sustainability-related proficiencies for the 11th and 12th grade as requirements for graduation high school. Students will have two years to complete independent proficiency projects in the four core academic disciplines and sustainability. Quarterly narrative evaluations are prepared by all students and advisors together and focus on formative and summative

evaluation. Students will also review their progress towards graduation each quarter, examining credits, assessment results, attendance and other data points necessary for success in high school and preparing for post-secondary study.

On graduation day, a TGS senior will enter the world equipped with opportunity, hope, and the skills to succeed in both college and the job market. Her strong educational foundation will be rooted in sustainability. Whether she is headed to college to further explore a career in architecture or starting her career as a technical assistant in a biology lab, she will understand her impact on her community and those around her: that a sustainable life is one based in understanding, exploration, and continued education. The Green School educates future leaders, young stewards of the environment and active participants in the country's economic landscape and is a source of individual pride, a community resource, and an epicenter for learning.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Green School: An Academy for Environmental Careers						
District:	14	DBN:	14K454	School BEDS Code:	331400011454		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		83.8	77.6	79.4
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		87.6	95.1	95.2
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		60.0	70.4	75.1
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		0	1	6
Grade 9	110	98	111	Recent Immigrants - Total Number:			
Grade 10	0	107	116	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	71		6	5	1
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	110	205	298				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	1	Principal Suspensions	19	39	86
# in Collaborative Team Teaching (CTT) Classes	0	0	15	Superintendent Suspensions	7	4	8
Number all others	4	8	20	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	9	20	16	Number of Teachers	7	11	21

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	1	Number of Administrators and Other Professionals	3	4	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	1	1	9	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	19.0
				% more than 5 years teaching anywhere	0.0	0.0	9.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	43.0	45.0	67.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.7	80.0	100.0
American Indian or Alaska Native	0.9	0.5	0.3				
Black or African American	39.1	41.0	49.7				
Hispanic or Latino	54.6	57.1	48.0				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	0.0	0.7				
White	1.8	1.5	1.0				
Male	45.4	52.2	48.0				
Female	54.6	47.8	52.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	
Ethnicity							
American Indian or Alaska Native							
Black or African American					-	-	
Hispanic or Latino					-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient							
Economically Disadvantaged					-	-	
Student groups making AYP in each subject		0	0	0	1	1	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	NR	Overall Evaluation:	√
Overall Score:	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	NR	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	NR	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	NR		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

TO BE DEVELOPED BASED UPON SECTION V: ANNUAL SCHOOL GOALS

The Green School provides a solid education for our students and always seeks to develop our programs to better serve their needs. We stand strong for our students as evidenced by the feedback from our students and parents. We also value the professionalism and passions of the staff that tirelessly strive for excellence in our programs and for our students. Our curriculum and instruction stand as examples of our greatest accomplishments. We provide a standards-based curriculum that challenges students to become critical thinkers and active participants in their community and their world. Our theme of sustainability pervades the development of learning activities in our school: our staff uses the Understanding by Design and Differentiated Instruction models to develop units that bridge the local and the global, placing the student in the center of a complex world built upon delicate relationships. We hold our students responsible for their future and the future of our society. With a deliberate focus on writing as the key to unlock the power in their voices we hold Exhibitions of their performance-based assessments at the end of each semester that showcase their deep learning and their ability to make it relevant to their lives. And we deeply believe that reading is the gift that reveals good writing and creative thinking.

The Green School has a clear and passionate view of the future development of the school. Our students grow in confidence and make good educational progress as we cater to their needs as young adults. The school has established strong links with parents and communicates well with them as to how their children are performing, as evidenced by a high parent participation in our Parent-Advisor-Student Conferences in the fall and spring due to a strong commitment by our advisors to calling parents to keep them informed of their children's progress. The focus on green issues and sustainability gives particular interest and relevance to the curriculum, as evidenced by our deep and comprehensive written curriculum: 100% of our teachers use the UbD system to backwards design their curriculum and adjust instruction based upon the needs of the students which are developed from assessment programs such as the Regents exams, ACUITY periodic assessments that are both diagnostic and predictive. Teachers share good practice together well and take advantage of opportunities to observe lessons in one another's classrooms and the school's partnerships with outside organizations enrich student learning. All of our teachers participate in our in-school Professional Development initiatives, focusing this year on Data Based Decision-making, differentiated instruction and incorporating our theme of sustainability into all aspects of the curriculum. We work closely with many partner organizations, with a focus this year on our primary partner, The Cloud Institute for Sustainability as well as a new relationship with the Parsons School of

Design and Eugene Lang College, both part of the New School University. The school works hard to improve attendance, comparing its performance to similar schools. Discipline is a humanistic process through the implementation of the Student Responsibility Center and there are positive relationships between students and teachers because of the school's climate of tolerance and respect.

In order to improve on our accomplishments we need to make the data given to teachers simpler and easier to interpret for use in supporting learning and for the understanding of the academic progress for all students and sub-groups. When setting long-term goals for students we need to focus on their academic potential as well as their personal development. We need to make interim goals that we develop and set for students objectively measurable, and ensure that teachers take into account the needs of our higher attaining students.

In an effort to improve the academic performance of our students our Inquiry Teams are studying how Lower Level Learners (as evidenced by Lowest-Third designations, for example, who perform well below grade level in reading and math—many of them over 2 grades below level, and some reading at elementary levels, and are often the students with the lowest attendance, often falling below 60%.) fare at the school: Why do some succeed? Why do others succeed only with academic intervention? Why do some fail? We are investigating what academic interventions work in a differentiated classroom, and how these affect the success, and crediting, of our students. We have also noticed through delivering standardized and periodic assessments that our students need to develop their reading and numeracy skills across the board from low-achieving to high-achieving students—most of our students come in to our program at or below grade level, with a minority above grade level, and while most progress, catch-up and maintain grade level performance there are many who do not, again, these being students with below adequate attendance rates, often falling to 60% or less—we have an immediate need to improve the attendance of our students, especially our low-performing groups who have the greatest need for interventions. We believe that these interventions will improve the credit attainment and passing rates for standardized assessments such as the Regents exams.

Our teachers work in a continuous improvement model, looking at student data and performance tasks to identify goals for development of curriculum, instruction and assessment. The Inquiry Team members in academic departments act as leaders in the continuous improvement process, bringing the inquiry model to each subject area. Inquiry Teams analyze ACUITY data from the Instructionally Targeted Assessments and the Regents Predictives, as well as final grade information from each term, and compare this to trends in credit attainment and Regents pass rates for previous cohorts of students. We have a youthful staff full of energy and creativity but they need strong support and opportunities to learn how to develop resilient solutions to the pervasive issue of public education: heterogeneous learners with varying levels of formal preparation for a college focused program. We are committed to developing their strengths and drawing upon their verve for success for all students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Increase course pass rate for the 9th grade. In 2008-2009 54% of our 9th graders earned 10 credits or more, our objective is to increase the number of 9th grade students earning 10 credits or more by at least 10%.
2. Increase scope of Inquiry Team participation by teachers to support grade-level data-driven decision-making. By February of the 2009-2010 school year 90% of the teachers will participate in grade level inquiry teams focused on using literacy data and subject-area baseline assessments, increasing our participation from the 2008-2009 from 80%, which will continue through June.
3. Teachers will increase their use of data to implement differentiation for diverse learners in curriculum design, and assessment. 80% of teachers will implement targeted work based on formal and informal assessment data in at least one unit of instruction per semester from September to January and February to June.
4. Increase coherency and consistency of instructional expectations and approaches within subject departments. Starting in September of the 2009-2010 school year 100% of our teachers in the core subject areas (Math, ELA, Science, History and the Arts) will participate in weekly subject team meetings focused on best-practices and developing 4-Year Skill Spiral plans for each department, and will continue with weekly meetings augmented by in-house professional development programs during the November, February and June mandatory PD days.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Annual Goal #1

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Increase course pass rate for the 9th grade

In 2008-2009 54% of our 9th graders earned 10 credits or more, our objective is to increase the number of 9th grade students earning 10 credits or more by at least 10%.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Increase the number of academically at-risk students receiving small group instruction by scheduling advisory at the end of the school day every day, directly followed by 37 minute enrichment, and requiring all students in danger of failing classes to attend enrichment with their advisor.
- Increase the frequency of school-to-home contact for students with poor attendance by adding a staff person to the attendance team who will collaborate with the guidance department to make follow up calls and visiting In addition to the school messengers machines' daily calls.
- Train all teachers in the use of ARIS to identify academic needs of students and to plan interventions.
- Change the 9th grade curriculum to include two periods of ELA each day: a writing skills class and a reading workshop class. Invest in a Teachers' College Coach to train both teachers and in sending the reading instructor to the Reading Workshop training at Teachers' College.
- Change from the CPM algebra curriculum to Amsco and focus the curriculum more narrowly on passing the Regents, cutting out the Culminating Unit Projects expected of other subjects.
- Have students reflect on their progress and individually set academic goals with their advisor 4 times per year. Include parents in this process twice a year during Parent-Advisor-Student Conferences. Increase the amount of data shared with students and parents at these conferences, including Acuity data and reading assessment data.
- Maintain our small class sizes in the lower grades and when possible schedule CTT students into Math classes with 15 or fewer students.
- Increase the frequency of school-to-home contact for students with at-risk behaviors by strategically involving our Parent Coordinator in the Student Intervention Team and having her call homes of students having behavioral difficulty that results in their removal from class and by implementing the use of

	<p>Daedalus software school-wide to track disciplinary issues.</p> <ul style="list-style-type: none"> • The guidance department will meet weekly with the Co-Directors to discuss students in need of academic and/or behavioral intervention.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funding will be allocated to create the new 9th grade literacy position. • Title I funds will be allocated to hiring a coach from Teachers College two days per week. • Title I funds will be allocated to maintain class sizes well below city maximums, with 24-27 students per class in the lower grades. • C4E funds will be allocated to provide additional coaching to new teachers and to maintain our low class sizes. • The schedule will be designed to allow for weekly grade-team meetings to discuss student performance and plan interventions. • Teachers will receive training in ARIS. • Weekly subject team meetings will focus on meeting the needs of diverse learners. • The 9th grade literacy teacher will attend Teachers' College's reading workshop training in August. • Special Ed staff will attend training in methods to support students with special needs and will share these methods with subject teachers in weekly planning meetings.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • We will monitor our progress closely, by generating data 8 times per year. Each time teachers submit "In Danger of Failing" grades, and end-of-term final grades the overall and individual data will be shared with teachers. • Teachers with high failure rates will receive extra coaching from our Teachers' College coach and the Co-Directors in teaching methods, assessment, and interventions for struggling students. • We anticipate immediate gains based on the structures we have put in place beginning in August, and we are hopeful that we will exceed our goal by the end of the year. These approaches are being implemented across all 4 grades, not just 9th grade.

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase scope of Inquiry Team participation by teachers to support grade-level data-driven decision making. 90% of the teachers will participate in grade level inquiry teams focused on using literacy data and subject-area baseline assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All teachers will be trained in using ARIS to review student data, analyze class performance and make sub-groups. • Grade Level Teams will use ARIS to collaboratively analyze student data, develop action plans for instruction, and review student performance for individuals and sub-groups. • Grade Level Teams (GLTs) will use the results of the ACUITY Instructionally Targeted Assessments (ITAs) and Regents Predictive Assessments, along with class-based diagnostic assessments and student observations, to monitor student progress towards Content Mastery goals for ELA and Math, and to develop intervention plans for individuals and sub-groups in all core academic subject classes.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Grade teams will meet for an hour per week this year (as opposed to 30 min per week last year) • Wednesday afternoon professional development time will be allocated to training staff in the analysis of ACUITY data.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas, minutes, and data outputs used in association with the inquiry teams will be used to track the progress of this work on a weekly basis beginning in November when the ACUITY data becomes available. • Observations of instruction implementing the planned interventions will be used to assess the effectiveness and success of the interventions, as well as bi-weekly meeting between administration and subject teachers supporting their development. Administrators will use the standard observation instrument developed to assess satisfactory teaching towards the Green School mission as well as a review of the UbD Curriculum documents and instructional plans. • We anticipate a positive impact on the performance of lower-level students as instruction becomes increasingly aligned to their level across the subjects, and as we increase participation from 80 to 90% of our teachers.

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will increase their use of data to implement differentiation for diverse learners in curriculum design, and assessment. 80% of teachers will implement targeted work based on formal and informal assessment data in at least one unit of instruction per semester.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We will implement an assessment loop structure in our unit designs across all subject areas. An aspect of this is communicating with students where they stand in relation to mastering the units' content/skills at several checkpoints in the unit and having students reflect on their progress. • We will bring a guest presenter to conduct a professional development session in using assessment to design targeted instructional groups in our 10-day August planning and PD institute. • Weekly Subject Team and Grade Level Team meetings will be focused on best-practices in using data to drive instruction and targeted grouping. • Bill Lundgren, our Teachers' College instructional coach will meet with teachers who have been teaching for fewer than 3 years, and other teachers identified for support to support them in planning and delivering differentiated instruction. • The 12th grade team will use data to differentiate interventions for students at-risk of not graduating. One intervention will be having academic intervention advisory groups of fewer than 8 students for 17 minutes four times per week. • A booklet of resources related to Differentiated Instruction will be used to support staff in planning for diverse learners.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title I funds will be allocated to hiring a coach from Teachers College two days per week. Supporting teachers in planning targeted work will be a primary aspect of his work. • Grant money will be used to pay the guest presenter in August • We will create a schedule that allows 12th graders at-risk for graduation to be in smaller advisory groups to get extra support. • The schedule will include a weekly meeting for teachers of the same subject.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Unit plans will reflect differentiation of curriculum design and assessment will be submitted throughout the year • Formal and informal administrator observations will focus on the implementation of differentiation instruction and targeted assignments and/or groupings, supported by bi-weekly meetings between administrators and subject teachers, as well as regular observation debriefs as per or exceeding contract expectations. • Agenda for and records of teacher participation in August Training • Agendas from Subject and Grade Team meetings that reflect the use of formal and informal assessment

data to plan targeted instruction

- We anticipate a positive impact on student performance as instruction becomes increasingly aligned to their level across the subjects as evidenced in increased pass rates (see goal #1) for courses and Regents exams.

Annual Goal #4

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Increase coherency and consistency of instructional expectations and approaches within subject departments
100% of our teachers in the core subject areas (Math, ELA, Science, History) will participate in weekly subject team meetings focused on best-practices and developing 4-Year Skill Spiral plans for each department.

Action Plan

Include:

actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Core Subject teams will meet weekly for 53 minutes:

- 3 times a month the meeting will be focused on professional development, which will include training in best-practices, looking at student work, and feedback protocols on each others' instructional plans.
- Once a month teams will continue to develop and refine our 4-year skill spiral plan, which delineates the steps each teacher is expected to take to move students toward our graduation Proficiency demonstration projects, mastery of state standards, and Regents Examination readiness.
 - Our Teachers' College instructional coach will lead the ELA and Social Studies teams in consultation with the Principal, and the Assistant Principal will lead the Math and Social Studies teams.
 - We will create a schedule that includes common admin periods for all core-subject teachers.
- The Teachers' College instructional coach will be paid for through Title I funds allocated to Professional Development. Title I funds are also allocated to having smaller class sizes, which enables us to have at least one core-subject teacher in each grade.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- We will create a schedule that includes common planning periods for each subject, which enables departments to meet weekly. This is a great improvement over last year, when subject teams met monthly.
- Title I funds will be allocated to hiring a coach from Teachers College two days per week.

**Indicators of Interim
Progress and/or
Accomplishment**

*Include: interval
(frequency) of periodic
review; instrument(s) of
measure; projected gains*

- Subject team meeting agendas will be monitored weekly.
 - 4-year subject spiral documents will be reviewed by the teams as well as the administrators once every quarter in Subject Team meetings in August, November, February and June, and in bi-weekly administrative meetings, a first for us as we are finally in our fourth year of growth.
 - Student Exhibition portfolios that demonstrate class work aligned with the 4-year skill spiral will be assessed bi-yearly by Grade Level Teams as well as administrators in August, February and June, again a first for us as we are finally in our fourth year of growth
 - Formal and informal observations of instruction implementing shared subject-area best-practices.
 - We anticipate a positive impact on student performance as instruction becomes increasingly aligned to their level across the subjects as evidenced in increased pass rates (see goal #1) for courses and Regents exams.
-

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	35	34	35	35	2	12	16	4
10	47	36	50	52	13	10	21	3
11	43	40	28	47	45	6	3	2
12	18	31	11	31	37	7	2	2

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Teachers work on Grade Level Teams (GLTs) that analyze student performance and achievement by reviewing past and current data, as well as sharing observations of students. Advisors are each responsible for small groups of students in order to track progress towards learning goals and develop academic intervention plans for individual students or groups. Subject teachers use analysis and academic intervention plans to differentiate instruction for these students. GLTs meet weekly to discuss academic intervention plans and review the results of the actions. • The Student Resource Team (SRT) teachers, whose primary focus is on the reading and writing skills of IEP students work with the subject to differentiate the course for all students, as well provide support for all struggling students including but not limited to students with IEPs. In addition, the 9th and 10th grades use the CTT model. The CTT staff co-teaches the classes providing support to all students, including but not limited to students with IEPs requiring a CTT classroom. • All teachers run Enrichment class in their subject area that meets after advisory. Students are assigned Enrichment courses based upon present performance in class, the need for credit recovery in core academic areas and preparation for Regents examinations.
Mathematics:	See description for ELA.
Science:	See description for ELA.
Social Studies:	See description for ELA.

<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • All students are enrolled in an Advisory class to provide academic and social development guidance as they progress in the Green School towards graduation. The Advisory structure centers on small group instruction and individual counseling by the student's advisor, who is always a member of the student's Grade Level Team (GLT). GLT teachers share data and insights on students in weekly meetings and develop specific intervention plans for students in need of support. The student and the Advisor set academic goals based upon graduation requirements and student performance data such as credits, grades and assessments ranging from standardized exams to performance based Exhibitions. Advisors monitor student progress towards goals and communicate with families on the progress of their children. • The school adopted a formal discipline program in the 2007-2008 school year: the Student Responsibility Center (SRC). The Student Responsibility Center (SRC) is a discipline program that forms the heart of the curriculum at the Green School. SRC itself is a fully functioning classroom that students use as an alternative to their scheduled room if they are not able to remain in their original class without disruption. Staff use a formal questioning process with students when a disruption occurs allowing the student a chance to modify their disruptive behavior. If students continue to disrupt they report to SRC to develop a plan to negotiate with the staff member in order to return to their classroom. It is a program based upon student choices to promote responsible thinking for all students. It is also a way to develop a fair and equitable approach to building a supportive learning community between adults and children—the core of the SRC program is teaching and learning. Students are referred to academic guidance support as needed from SRC.
<p>At-risk Services Provided by the School Psychologist:</p>	<ul style="list-style-type: none"> • Starting this school year TGS has a SAPIS on staff to address at-risk behaviors arising from drug and alcohol issues as well as other at-risk indicators that can manifest in a variety of observable behaviors such as low attendance, cutting and disruptive activity in the school.
<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> • The Green School has two counselors on staff that provide mandated counseling to IEP students: the Coordinator of Student Support and Counseling Services and the Coordinator of College and Internship Programs. In addition they are available to all students for scheduled and walk-in counseling. Each has a full roster of scheduled appointments and sees additional students on a daily basis. Counselors also refer students to outside health and counseling agencies as well as other social support resources for them and their families.
<p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> • The Green School is in a building with a school-based health clinic run by Woodhull Health staffed by a full time Nurse, Nursing Assistant and Psychologist. Many of our students take advantage of the physical and mental health services provided by the clinic.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

INTRODUCTION

The Green School small NYC public high school in its fourth year of operation. The Green School's English Language Learner (ELL) population consists of **22** of our 347. These students qualify for ELL services an addition to 15 more who are former ELL students. In addition four of our ELL students have Individualized Educational Plans (IEP) which indicate severe learning disabilities, including in standardized assessment, which makes accurate ELL assessment challenging using the formal assessments given by the state—LAB-R and NYSESLAT. These struggling students are distributed through all four grades and receive intense academic support from our Student Resource Team (SRT). To assure high-quality services to ELLs, The Green School has assembled a Language Allocation Team as follows.

Language Allocation Team

In order to address the needs of the ELL population, The Green School has assembled a Language Allocation Team. The members of this team are:

- Karali Pitzele, Principal
- Ben Doren, Assistant Principal
- Bill Lundgren, Coach
- Matt Finn, Certified ESL Teacher
- Frank Barba, Certified Spanish Teacher
- Julie Jacobowitz and Melissa Jimenez, Guidance Counselors,
- Yessica Nova, Bilingual Classroom Paraprofessional
- Mrs. Jackson, Parent Teacher Association President
- Dimitajo Loftin, Parent Co-ordinator
- Ainslie Comberbatch, SAF

The members of this team reflect the composition of the school community in that some come from abroad and speak Spanish as their native language, while others are from socioeconomic backgrounds similar to those found in our school population.

Curriculum and lesson planning is done collaboratively with the administration and the content-area teachers, who are organized into grade level teams which in turn drive the decisions for organization. SRT and ELL teachers consult on a weekly (and often daily) basis with grade level teachers during Grade Level Team (GLT) meetings, teacher planning periods and staff meeting. We use a push-in model for both our IEP and ELL students with pull-out for individualized support. Our six beginning ELLs are in a self-contained class for 50 minutes each day. In addition, we use the Enrichment time after school for SRT and ELL students. Using this model we are able to service our ELL students with support from ELL, SRT and classroom teachers as well as administrative and paraprofessionals who work in and out of the classroom. As a small school with such a small ELL population, our ELL students' progress is closely tracked and students are receive personalized support based on content-area classroom data and ESL assessments.

Content area teachers work closely with the ESL teacher to provide scaffolded and differentiated support for ELLs in their classes. Our ELL students pass the Regents exams at a higher rate than our total population, ranging from 80-100% pass rate for each exam. This is a result of the targeted support they receive in our ESL program. The only exception is our ELLs who have IEPs: we offer the exams to students with less severe disabilities if the family wants to attempt a Regents Diploma; the RCTs are then administered if the student needs an alternative assessment to the Regents. Our ELLs often request both English and Spanish versions of the exams, using both as reference to complete the assessment. They answer on the English version of the exam, with the exception of our few SIFEs who tend to answer on the Spanish version of the assessment. We administered the ELL Periodic Assessment for the first time this year, and are eager to add the results to our Inquiry and data analysis process in Grade Teams: administrators offer PD on how to use the data to make instructional and curricular changes based upon the reports. For example we have used the results of reading assessments to target literature in 9th and 10th grade ELA classes for our ELLs. Another example is being able to determine which students are actually in need of translated and/or differentiated materials based upon present levels of performance, and not having to rely on just the NYSESLAT and informal observation.

In terms of reading and writing support, the focus of the program is on the ELA classroom. The curriculum at the Green School is interdisciplinary so the ELL teacher also works with the other core academic teachers to ensure support in History, Math, Science and our art and technology electives. As reading and writing are essential components of our program the students need support in all classes to be successful. The school follows the guidelines as per CR Part 154 as we monitor the mandatory number of minutes required for support of our students in a free-standing push-in ESL program. Our long-term ELL students receive specific interventions in reading and writing which are developing them towards proficiency.

SIFE students at The Green School receive supplemental coaching in literacy as part of the Enrichment program, while

working with the ESL teacher in both push-in and pull-out formats. ELLs with four to six years in the New York City system receive individualized ESL instruction as pull-out students. The few Long-Term ELLs at The Green School are being coached on attendance, study skills and attendance to help make sure they can successfully meet all graduation requirements.

We also offer Spanish classes for all students in the upper grades which brings a lively mix of native and non-native Spanish speakers together, allowing for a rich dialogue between our students about language, culture and academic development as the courses focus on language at all levels but are also integrated with the curricular themes of the grades to bring in ELA, History and the arts along with Regents level skills in reading and writing. Our Spanish teacher is a native speaker of the language and differentiates his classroom to accommodate the specific, advanced learning needs of our Spanish-speaking ELLs, thereby furnishing them with Native Language Arts support for one period per day. Our school has a wealth of technology to support the students ranging from laptop and internet access to graphing calculators to translation software for assignments.

The Green School has only a few Students with Interrupted Formal Education and we give specific attention to the literacy and behavioral issues that are barriers to their continued academic development. SIFE students have access to counseling services and have frequent home contact: we see parents as a key resource in making sure their children get the support they need to be successful. We find that students that are new to the US but are not SIFE are eager to continue to develop their literacy skills—they are pushed to use English exclusively in the academic setting but are also programmed with other more advanced ELL students. We individualize their schedules to maximize the supports available to them. Or our ELL students who have special needs (such as IEP/ELL students, students with persistent language acquisition issues and students with chronic issues that affect their ability to graduate on time such as attendance) are supported by the Student Resource Team, advisors and the administration. We bring parents into the conversation and planning process, developing individualized programs for the students, counseling and transferring students to programs with accelerated credit opportunities for our over-age students.

The ELL teacher works closely with the core academic teachers to provide appropriate learning material at an appropriate reading level and in translation. Great effort is made to make sure students have the resources necessary for success. Our staff also receive professional development during our August Institute and ongoing staff meetings throughout the year on ELL instruction as well as weekly interaction with the ELL teacher and administration during GLT meetings and planning periods. The ELL teacher and the Co-Director identify appropriate professional development opportunities and resource materials for the ELL teacher to attend and review. We have also had staff trained in the Q-TEL model for ELL strategies in the academic classrooms. PD topics include: differentiating reading for all learners; locating appropriate resources for the differentiated classroom; developing curriculum documents for non-native English speakers; working in teams of classroom and resource teachers to develop appropriate curriculum and instruction; how to assess students for relevant information—differentiation of assessment tasks for data; and Network expertise in ELL program development and delivery for administration and ELL teaching staff.

Reviewing the data from the LAB-R, NYSESLAT and PAELL of our small sample of ELL students indicates we have a range of students performance in English acquisition. We have very low functioning students with severe learning disabilities, students with low literacy skills in native and non-native languages who need literacy support and students with moderate and high literacy skills who need specific interventions to maintain their academic growth. We also have former ELL students who still seek language and academic support for their continued success. Our students are stronger in Listening and Speaking than they are in Reading and Writing, a trend they share with native-English speakers for literacy skills. The Green School in general focuses on Reading and Writing as targets for academic intervention for all students with specific techniques tailored to our SRT and ELL students. As a school in its fourth year, we are beginning to collect, collate and analyze assessment data such as Regents exams, NYSESLAT, PAELL, ACUITY and teacher developed assessments such as our Performance Based Assessments we use as part of our Exhibition and Proficiency program for our College Preparatory curriculum. Because we are still in the early years of our evolution the data can still be considered preliminary, though the pass rates mirror the general trend for the school. It is clear that we will need continued support for our ELL students as they prepare for these assessments.

ELL Identification Process

ELL Students are identified through Home Language Identification, which must be completed in The Green School office in person at time of enrolment for new students to ensure its completion, is filled out by the parents of all incoming students, a review of NYSESLAT scores and identification by subject-area teachers of potential ELLs who may have been in the New York City schools prior to coming to The Green School without having been properly identified as ELLs. Entitlement letters based on LAB-R and NYSESLAT scores are mailed to parents. Parents who attend our information sessions concerning ELL education in New York City, which happen at least once each school year will have a copy of their entitlement letter handed to them directly at the meeting.

To summarize, the process can be broken down as outlined below:

Step #	Description of Step	Staff Responsible	Decision taken based on this step
1	Incoming students' families are interviewed, records are retrieved to see if the student has ever been enrolled in the New York City DOE before.	Administrative staff, including bi-lingual Spanish speakers. ESL Teacher, Matt Finn, is called into interview process if administration has reason to believe the student may be an ELL.	A. If the student has been enrolled in the DOE before, their file, which should include the HLIS, is ordered. B. If the student has never been enrolled in the DOE before, the parents must complete the HLIS as part of the enrolment process.
2	The HLIS is reviewed by the ELL team.	Matt Finn, ESL Teacher	A. If the HLIS indicates that the student should be evaluated for ELL services, the LAB-R is given. B. If the HLIS indicates that the student is not an ELL, the child is placed in courses without consideration for ELL status.
3	LAB-R scores are reviewed.	Matt Finn, ESL Teacher	A. If the student is new to the system, the preliminary LAB-R scores are reviewed before the test forms are delivered to the DOE. B. If the student as ever been enrolled in the system as an ELL, the student's LAB-R scores are retrieved from ATS.
4.	Placement	Matt Finn, ESL Teacher, Ben Doren, Program Officer	The ESL recommends placement to the program officer.

To date, parents have routinely requested an ESL program as rather than a Bilingual or Transitional program. For this reason, The Green School offers only a free-standing ESL program, which includes self-contained classes as well as push-in and pull-out instruction.

Our ELL teacher contacts parents by phone at the beginning of each year to check-in about the students and their performance in classes. A letter is also sent home outlining the details of the program and the support the student will receive. To ensure parents receive these letters, they are sent home through two routes: US Mail and hand delivery by students to their parents. The policy is to invite parents to an orientation to make them aware of the ELL services we offer. Materials at parent nights are available in the students' families' native language, which in our case is Spanish. This is done on a timely basis during the first few weeks of school as our population of ELL students is small. The ELL teacher meets on a weekly basis with the Co-Director supervising the program and reviews data, observations and notes from teacher meetings as well as parent contacts, professional development and required submissions. The ELL teacher is also developing a library of resources for students: dictionaries, glossaries, grammar workbooks, and reading materials in home languages for core academic subject content, as well as native-language reading and support at all levels. Parents are very satisfied with our ELL program as they recognize that their children get individualized attention and are observed by both the ELL teacher and the classroom teachers. They also appreciate the inclusion model we use as their children learn English in the context of native English speakers along with small group and individualized instruction with non-native English speakers.

Annual evaluation of ELLs at The Green School is done using the following procedures:

- The Periodic Assessment of ELLs (PAELL) is administered Fall and Spring
- ELL performance on the PAELL is reviewed by Matt Finn and Ben Doren
- ELL grades in all subjects are reviewed by Matt Finn and Ben Doren on an ongoing basis at weekly meetings
- All students present project work through student presentations called Exhibitions; Matt Finn, ESL Teacher, sits on the panel the evaluates ELLs' Exhibitions for all current ELLs.
- The NYSESLAT is administered in the Spring to the entire ELL population
- The results of the NYSLESLAT are reviewed by Matt and Ben Doren
- NYSESLAT scores are analyzed and compared to student grades, projects and oral presentations to evaluate progress

The Green School's ELL Program

Based on parent ELL information night responses and discussions over the phone with parents, the parents of ELLs have indicated that their preference for a standalone ESL program, therefore, this is the type of program we offer at The Green School. The ESL program consists of a self-contained beginner class, push-in and pull-out sessions for intermediate and advanced ELLs and an after-school ELL drop-in tutoring session four nights a week where ELLs at all levels and former ELLs can come for help. All of these services are delivered by certified ESL teacher Matt Finn. Yessica Nova, a bi-lingual classroom paraprofessional is also present during the beginner self-contained class.

The required number of instructional minutes is delivered by Matt Finn, The Green School's certified ESL teacher.

Programming and Scheduling

As per CR Part 154, Beginner ELLs receive 540 minutes of instruction per week in the form of self-contained and push-in/pull-out classes. Intermediate students receive 360 minutes of instruction per week in the form of push-in and pull-out classes. Advanced students receive 180 minutes of instruction per week in the form of push-in/pull-out group sessions.

The beginners' self-contained class is given by Matt Finn, Certified ESL teacher in conjunction with Yessica Nova, classroom bi-lingual paraprofessional. The push-in/pull-out sessions are delivered by Matt Finn, Certified ESL Teacher with the cooperation of subject-area teachers. Native language arts instruction is delivered 250 hours per week by Frank Barba, certified Spanish teacher and native speaker of Spanish.

The nature of a very small school like The Green School facilitates close collaboration between all pedagogical and non pedagogical staff. In terms of ELLs, this means that much of the structure of the ELL's day is driven by their specific educational needs, from programming to class cohorts, to projects and classwork to tutoring are done with the ELLs' needs in mind. ELLs having reached the level of Proficient on the NYSESLAT are given instructional attention during push-in, pull-out and tutoring times.

A new program for 2009-2010 is the weekly use of the Achieve3000 online system for reading and writing based on non-fiction news articles at all levels. Students access the system after a guided class discussion of the article's topic by the teacher. They then read the article at their reading level in English, answer a series of comprehension questions, which provides ongoing reading comprehension data, and respond to a writing prompt related to each article, which they submit to the teacher online.

ELLs are invited to participate in all school programs and activities. The ESL and Spanish teachers, along with the bi-lingual paraprofessional make sure that the students understand all the programs they can participate in. Parents are given the same kinds of information about students' programs and activities in both English and Spanish during ELL parent information sessions.

Spanish-language and bi-lingual English/Spanish subject area materials are widely available in both classrooms as well as in the school library. Teachers seeking additional materials contact the librarian for suggestions and new materials are continuously ordered under the classroom/textbook budget. Teachers also take care to create worksheets and other class materials that accommodate ELLs either by incorporating visual cues or providing Spanish-language translations. This allows for specific targeting of support materials and differentiated curriculum based upon the needs of the students in the classroom. As mentioned above, classroom teachers work closely with Matt Finn, our Certified ESL Teacher, and make use of online translation software as well as consult with Frank Barba, our Foreign Language Teacher and native Spanish speaker. In addition we have an engaged and active Student Resource Team that all teachers consult for differentiation support in curriculum, instruction and assessment.

Newly enrolled ELLs and their parents are invited to an August orientation prior to the beginning of school each year where they learn about the school, its expectations and share their own expectations with the school.

ELL Demographics

In the 2000-2010 school year, the beginner self-contained ESL class consists of five (5) students. Three (3) of the students in this class are in ninth grade and two (2) of the students in this class are in 10th grade.

Professional Development

The entire staff, including pedagogues, paraprofessionals, secretaries, guidance counselors and school administrators receive sessions about working with ELLs delivered by the certified ESL teacher several times a year as part of regular staff meetings. The certified ESL teacher also participates in grade team meetings where he works with teachers to assist them in their practice with ELLs. The total teacher time for these sessions is at least 7.5 hours each year. Documentation is kept as part of staff-wide and grade team meetings. Pedagogues who work with ELLs in the 11th and 12th grades also receive support on how to help ELLs transition to college. This is done as part of grade team meetings.

Parental Involvement

Parents of ELLs get involved in two principle ways. First the parent information nights mentioned above and second, by participating in the school's Saturday adult ESL classes given by certified ESL teacher, Matt Finn. Parents are surveyed at the Parent Information Night for concerns, questions and needs they may have, and then follow up is provided all year by Matt Finn, Certified ESL Teacher, as well as by Frank Barba who is assigned as advisor for our older ELL students.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9-12 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District Empowerment/14	School The Green School
Principal Karali Pitzele	Assistant Principal Ben Doren
Coach Bill Lundgren	Coach
ESL Teacher Matt Finn	Guidance Counselor Julie Jacobowitz
Teacher/Subject Area Frank Barba/Spanish	Parent Mrs. Jackson, , PTA President
Teacher/Subject Area Yessica Nova/ESL para	Parent Coordinator Dimitajo Loftin
Related Service Provider	SAF Ainslie Cumberbatch
Network Leader Shona Gibson	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	350	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained	5	1			6
Push-In/Pull-Out			11	5	16
Total	5	1	11	5	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	4
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	6	2	2	12		2	4			22
Total	6	2	2	12	0	2	4	0	0	22

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0

French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: _____
Ethnic breakdown of EPs (Number)	
African-American: _____ Asian: _____ Hispanic/Latino: _____	
Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____	

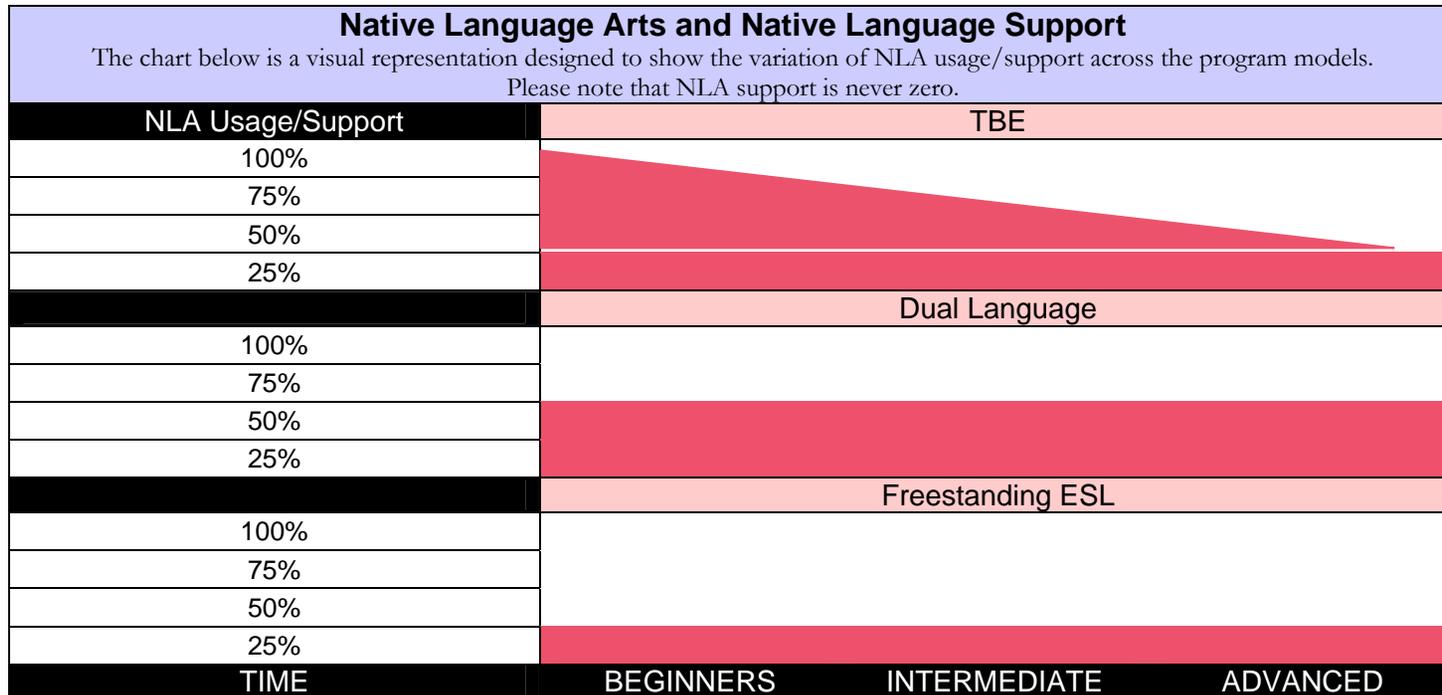
Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	5	6	7	4	22

Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0

Programming and Scheduling Information					
<p>1. How is instruction delivered?</p> <p>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.</p> <p>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</p> <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <p>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</p>					
<p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <p>a. Describe your instructional plan for SIFE.</p> <p>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</p> <p>c. Describe your plan for ELLs receiving service 4 to 6 years.</p> <p>d. Describe your plan for Long-Term ELLs (completed 6 years).</p> <p>e. Describe your plan for ELLs identified as having special needs.</p>					
TOTAL	5	6	7	4	22

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

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

which they are offered.

ESLAT.

Part IV: Assessment Analysis

A. Analysis
 Enter the number test, category, and **OVERALL PROFICIENCY FOR NEW ADMITS)**

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to, ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Assessment

of ELLs for each modality.
NYSESLAT* RESULTS (*LAB-R

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

	9	10	11	12	TOTAL
Beginner(B)	4	4	1		9
Intermediate(I)	1	3	3		7
Advanced (A)	1		2	3	6

Total Tested	6	7	6	3	22
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NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B		1		
	I	1	1	1	
	A	1	1	3	2
READING/WRITING	B	1	2		
	I	1	1	3	
	A			1	2

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		3	
Math A	3		1	
Math B				
Integrated Algebra	6		6	
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment	6		4	

Physics				
Global History and Geography	3		1	
US History and Government	9		6	
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by

required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 _____ Number of Students to be Served: 22 LEP _____ Non-LEP _____

Number of Teachers 1 _____ Other Staff (Specify) Advisors and Paraprofessionals 1 paraprofessional, 2 SETTS teachers

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Out of a student body of 347, The Green School has identified 22 current English Language Learners. English Language Learners at The Green School receive a blend of self-contained, push-in and pull-out services in the following configuration:

- Six beginners are in a self-contained class that meets each day with one English-speaking certified ESL teacher who is also fluent in Spanish and one Spanish/English bilingual paraprofessional 50 minutes per day, five days per week.
- Eleven intermediate ELLs receive pull-out or push-in services one period per day.
- Five advanced ELLs receive pull-out or push-in services for a partial period each day.

The beginner program comprises students in both ninth and tenth grades and is designed to provide students new to English with a base vocabulary and the skills required to put that vocabulary to use through in speaking, listening, reading and writing. The curriculum aligns closely with New York State ESL standards. Students make use of textbooks, customized lessons designed by the ESL teacher in addition to non-fiction reading and writing instructions through two units of www.achieve3000.com per week. The lessons activate students' underlying universal language schema to form a bridge through which to transfer language skills from the home language to English. At year's end, students will write and present culminating written and oral presentations explaining an aspect of their home country's language, culture, history, geology or social fabric in English to an audience of their peers. The validation of the students' wealth of experiences and language skills bolsters their academic confidence in general and boosts performance in all subject areas.

The intermediate program is made up of students in the 11th and 12th grades who have NYSESLAT aggregate scores of "I". These students receive

push-in/pull-out sessions are based on the work students are doing in their content classes. The ESL teacher works closely with the Grade Level Teams and understands their planning, curricula and pacing calendars. He then pulls students out or pushes into their classes to provide support for their writing, reading listening and speaking in each specific subject area.

The Advanced program is modeled on the intermediate program with an even greater emphasis on academic writing and fluency in subject-specific vocabulary and usage. Students are identified as Advanced through NYSESLAT and PAELL scores and the ongoing formative assessments of the ESL teacher.

Two beginners, one intermediate student and one advanced student have IEPs. The ESL teacher partners with the SETTS teachers to ensure the students are receiving proper modifications and modes of instruction.

All currently identified ELLs at The Green School come from a Spanish-speaking background and receive Native Language Arts in Spanish from The Green School's Spanish teacher.

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: X Free-Standing X Push-in X Pull-out
 Indicate Proficiency Level: X Beginning ___ Intermediate ___ Advanced

School District: 14 School Building: K454

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:58 To: 9:49	Subject (Specify): Algebra	Subject (Specify): Algebra	Subject (Specify): ESL Self-Contained Beginners	Subject (Specify): Algebra	Subject (Specify): Algebra
2	From: 9:52 To: 10:42	Subject (Specify): Enviro Sci	Subject (Specify): Enviro Sci	Subject (Specify): Algebra	Subject (Specify): Enviro Sci	Subject (Specify): Enviro Sci
3	From: 10:45 To: 11:35	Subject (Specify) US Govt	Subject (Specify) US Govt	Subject (Specify) US Govt	Subject (Specify) US Govt	Subject (Specify) US Govt
4	From: 11:38 To: 12:28	Subject (Specify) ESL Self-Contained Beginners	Subject (Specify): ESL Self-Contained Beginners	Subject (Specify): ELA ELA	Subject (Specify): ESL Self-Contained Beginners	Subject (Specify): ELA ESL Self-Contained Beginners
5	From: 12:28 To: 1:08	Subject (Specify): Lunch	Subject (Specify): ELA Lunch	Subject (Specify): Enviro Sci	Subject (Specify): ELA Lunch	Subject (Specify) Lunch
6	From: 1:11 To: 1:59	Subject (Specify) ELA	Subject (Specify): MATH ELA	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify): Lunch
7	From: 2:53 To: 3:18	Subject (Specify) Phys Ed.	Subject (Specify) Spanish [NLA].	Subject (Specify) Advisory	Subject (Specify) Phys Ed.	Subject (Specify) Spanish [NLA]
8	From: 3:21 To: 3:56	Subject (Specify) Advisory [ESL push-in/pull-out]	Subject (Specify) Advisory [ESL push-in/pull-out]	Subject (Specify) After-school	Subject (Specify) Advisory [ESL push-in/pull-out]	Subject (Specify) Advisory [ESL push-in/pull-out]

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing X Push-in X Pull-out

Indicate Proficiency Level: ___ Beginning X Intermediate ___ Advanced

School District: 14

School Building: K454

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:58 To: 9:49	Subject (Specify): Art	Subject (Specify): History	Subject (Specify): Global	Subject (Specify): Art	Subject (Specify): History
2	From: 9:52 To: 10:42	Subject (Specify): Spanish [NLA]	Subject (Specify): Phys Ed	Subject (Specify): Health	Subject (Specify): Spanish [NLA]	Subject (Specify): Phys Ed.
3	From: 10:45 To: 11:35	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Chemistry	Subject (Specify) Math	Subject (Specify) Math
4	From: 11:38 To: 12:28	Subject (Specify) Chemistry	Subject (Specify): Chemistry	Subject (Specify): ELA Math	Subject (Specify): Chemistry	Subject (Specify): ELA Chemistry
5	From: 12:28 To: 1:08	Subject (Specify): Lunch	Subject (Specify): ELA Lunch	Subject (Specify): ELA [ESL Push-in/Pull-out]	Subject (Specify): ELA Lunch	Subject (Specify) Lunch
6	From: 1:11 To: 1:59	Subject (Specify) ELA [ESL Push-in/Pull-out]	Subject (Specify): MATH ELA [ESL Push-in/Pull-out]	Subject (Specify) Lunch	Subject (Specify) ELA [ESL Push-in/Pull-out]	Subject (Specify): ELA [ESL Push-in/Pull-out]
7	From: 2:53 To: 3:18	Subject (Specify) Global	Subject (Specify) Global	Subject (Specify) Internship	Subject (Specify) Global	Subject (Specify) Global
8	From: 3:21 To: 3:56	Subject (Specify) Advisory [ESL Push-in/Pull-out]	Subject (Specify) Advisory [ESL Push-in/Pull-out]	Subject (Specify) After school	Subject (Specify) Advisory	Subject (Specify) Advisory

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing X Push-in X Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate X Advanced

School District: 14 School Building: K454

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:58 To: 9:49	Subject (Specify): Spanish [NLA]	Subject (Specify): Phys. Ed.	Subject (Specify): Health	Subject (Specify): Spanish [NLA]	Subject (Specify): Phys. Ed.
2	From: 9:52 To: 10:42	Subject (Specify): Prbability	Subject (Specify): Probability	Subject (Specify): Earth Science	Subject (Specify): Probability	Subject (Specify): Probability
3	From: 10:45 To: 11:35	Subject (Specify) Earth Science	Subject (Specify) Earth Science	Subject (Specify) Probability	Subject (Specify) Earth Science	Subject (Specify) Earth Science
4	From: 11:38 To: 12:28	Subject (Specify) Social Science	Subject (Specify) Social Science	Subject (Specify) Social Science	Subject (Specify) Social Science	Subject (Specify) Social Science
5	From: 12:28 To: 1:08	Subject (Specify): Lunch	Subject (Specify): Lunch	Subject (Specify): Lunch ELA	Subject (Specify): Lunch	Subject (Specify): Lunch
6	From: 1:11 To: 1:59	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) Lunch	Subject (Specify) ELA	Subject (Specify) ELA
7	From: 2:53 To: 3:18	Subject (Specify) Art [ESL push-in/pull-out]	Subject (Specify) Study Hall/Skill Building [ESL push-in/pull-out]	Subject (Specify) Internship	Subject (Specify) Art [ESL push-in/pull-out]	Subject (Specify) Study Hall/Skill Building [ESL push-in/pull-out]
8	From: 3:21 To: 3:56	Subject (Specify) Advisory	Subject (Specify) Advisory	Subject (Specify) After school	Subject (Specify) Advisory [ESL Push-in/Pull-out]	Subject (Specify) Advisory [ESL Push-in/Pull-out]

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The Green School's ESL teacher is QTEL trained and will receive two to five additional hours of professional development this academic year. The ESL teacher will turnkey train classroom teachers in ESL techniques and strategies at least twice during staff meetings this year and will train grade teams in the use of www.achieve3000.com for differentiated reading for ELLs.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software

		packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Green School is small learning community that values communication with families. The amount of written and oral communication is limited enough that we have a concept of the language needs of our audience for each communication. It is the expectation that all written communication is translated into the necessary home languages and that oral communication is provided by professionals fluent in a family's home language. Administration, office staff, the Parent Coordinator and Grade Level Teams (GLTs)—including the ELL teacher—review data from ATS, the Home Language Survey, Advisory, classroom observations and informal conversations to determine the language needs of our families.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - We need to translate all written communication into home languages (currently Spanish for our non-English speaking families).
 - We need to have all oral communication in person or by phone translated. This includes but is not limited to: translators at Parent-Advisor-Student Conferences (PASCs); Spanish speaking staff making phone calls home as needed; Spanish translation messages on our automated phone messenger system for attendance calls and school announcements; and Spanish speaking staff available for in school communication with students and their families.
 - All staff is aware of translation services and support through announcements at weekly staff meeting, the Weekly Update and individual consultation with administration as well as in the Staff Handbook.

Part B: Strategies and Activities

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

The Green School is a small learning community, so the needs of the staff for translation services are clear. Staff are provided with in-house translation services by office staff, administration and teachers. Teachers are also provided with technology PD for on-line translation engines that assist in the translation of classroom artifacts such as assignments and rubrics as well as assessments.

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

Staff is aware of the translation support available for any specific need to communicate orally with families. We have multiple staff members at all levels of the school organization that provide translation services. We also provide additional District translators during Parent-Advisor-Student Conference to ensure immediate availability of home language communication.

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

Research has shown that one of the keys to improving student achievement is actively engaging parents in their children's learning process. This can be more difficult, however, when parents are not-native English speakers. Therefore, the No Child Left Behind law requires schools to communicate with parents in the parents' native language whenever possible. This allocation covers in-person interpretation services, written translation services, the cost of translation or interpretation resources or tools (e.g., dictionaries, interpretation equipment), or printing costs of foreign-language materials. Services are intended for all parents who are limited English proficient, not just those whose children have been identified as English language learners.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	299,109	69,042	368,151
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,991		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		690	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,452	
6. Enter the anticipated 10% set-aside for Professional Development:	29,911		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,904	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. N/A

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

THE GREEN SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

The Green School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent. The Parent involvement Policy will also be distributed in the September meeting of the Parents Association as well as a mailing to all Title I parents. The parents will review the policy during the May meeting of the parents Association which is publicized to all Title I parents through our parent newsletter and monthly mailings to parents.

- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

1. The Green School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
 - Involve parents in discussions regarding the District Parental Involvement Plan at all PA meetings
2. The Green School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - Parents will be interviewed as part of the school's Quality Review
 - Parent surveys will be a vital part of the School's Progress Report process
3. The Green School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - Parents will be invited to participate in planning and participating in student events within the school curriculum such as Parent-Advisor-Student Conferences (PASCs), Student Exhibitions at the end of each semester, Student Proficiency

Presentations for graduation requirements, College Fairs and trips, Career Days and trips, Internship program development and placement, Green Weeks and various school field experiences. Parents will also be invited to plan and participate in student social activities throughout the year.

4. The Green School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - An evaluation will be conducted during a spring PA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.
5. The Green School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A
 - how to monitor their child's progress and
 - how to work with educators.
 - The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- providing Parent workshops and courses dealing with computer training
 - Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
 - Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner
 - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - Involving parents in the regular activities of the school
 - Involving parents in extra-curricular activities such as after-school programming, sports and social activities such as talent shows, dances, etc.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

THE GREEN SCHOOL SCHOOL-PARENT COMPACT

The Green School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the current school year.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Green School will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Advisory classes where they receive additional academic support.

- hold parent-advisor-student conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement.

- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Student report cards are distributed 4 times a year and student promotion in doubt letters are sent home a minimum of once a year.

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers are available for parents at two PASCs each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;

- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

PART II ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning-pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

The Green School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV: Needs Assessment

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Appendix 7: Curriculum Audit, All Sections

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See Section III: School Profile; Section IV: Needs Assessment; Section VI: Action Plan for Annual School Goals; Appendix 7: Curriculum Audit, All Sections; and Appendix 2: Program Delivery for English Language Learners (ELLs)

3. Instruction by highly qualified staff.

See Appendix 4: NCLB Requirements for Title I Schools, Part A, Section 5

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See Appendix 8: Curriculum Audit, Sections 1, 2, 4, 5, 6 and 7

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

See Appendix 8: Curriculum Audit, Section 3: Teacher Experience and Stability

6. Strategies to increase parental involvement through means such as family literacy services.

See Appendix 4: NCLB Requirements for Title I Schools, Part B, Sections 1 and 2

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See Section III: School Profile; Section IV: Needs Assessment; Section VI: Action Plan for Annual School Goals; Appendix 7: Curriculum Audit, All Sections; and Appendix 2: Program Delivery for English Language Learners (ELLs)

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Appendix 1: Academic Intervention Services Summary Form and Appendix 7: Curriculum Audit, All Sections

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Inquiry Team (IT) is leading an evaluation of the school's curriculum, instruction and assessment practice. We are comparing the curriculum that we are developing to our instructional methods. The focus of the study is on the assessment tools we use to determine if instruction is effective and if the curriculum is covering the necessary skills and knowledge required for students to meet the State and school standards. Our current activity centers on subject level teams discussing data from formal and informal assessments as well as instructional materials such as student work and non-curricular information such as attendance. Subject teams make decisions about their particular discipline, for example:

- The Science department decided to use different levels of texts to differentiate the reading based upon the Periodic Assessment data collected during the 2008-2009 school year from the Performance Series assessment.
- The English department is using the ELA Regents exam writing rubric in conjunction with performance based writing rubrics to develop self-assessment skills in all grades. The students are able to set goals based upon performance in Regents-like assessments—the results of this inquiry project will be used in all ELA classes as well as shared with the entire staff.
- The Math department delivered diagnostic assessments (ACUITY Regents Year Periodic Assessment, Regents diagnostic assessments, pre- and post-unit diagnostic quizzes) to see the distribution of algebra skills across the grades. After reviewing the data it became clear that students had a wide range of skills on equations, especially representation of equations graphically, but also including variables and equations. They decided to focus on using the graphing calculator at all levels to build equation and representation skills, isolating specific skills in each grade to build algebraic literacy.
- The History department created shared strategies to improve non-fiction reading comprehension and vocabulary retention across the grades after reviewing Periodic Assessment data from the Performance Series Reading assessment.

The subject teams then share out these strategies and the results at full staff meetings. IT is using these mini-inquiry projects to inform larger efforts to identify trends in learning based upon our instructional methods. The goal is to develop successful practices in reading, writing, and the use of rubrics to have students self-assess their level of performance, set measurable goals for themselves and monitor student progress towards these goals. Professional development is planned in November, January, March and June by IT for the analysis of these mini-inquiry projects and develops best practices to be implemented by all teachers in the 2009-2010 school year. Classroom teachers use staff meeting time throughout the year for subject and grade level teams to discuss the data and monitor the interventions. In addition administration and instructional coaches meet weekly with teachers to discuss classroom observations, curricular materials, instructional practices and

assessment data. Teachers receive support specific to their needs in the classroom and are encouraged to meet and observe colleagues to gain insight into varied instructional methods.

Much of the discussion coming from the subject team, grade level team and full staff discussions support the findings of the Curriculum Audit:

- The Green School is still in the process of writing grade level curricula: we use the Understanding by Design (UbD) process to develop deep and rich curricula but we still need to continually assess the alignment to state standards and skills.
- Curriculum Maps are being edited as we get real-time performance data to inform the experience-based structures developed by the departments. We are noticing specific patterns in skill attainment and the needs of our students in attaining the state standards.
- We are seeing great gains in our students because of our strong focus on reading and especially writing across the curriculum. We still have a long way to go in our study of the issue in all subject areas but the data suggests that we are making headway with our methods.
- We pay close attention to the performance and development of our ELL students but are still working on getting appropriate materials for the different levels of learners: we have students who are literate in their home language who need high level translations of curricular material and students who are functionally illiterate in both their home language and English (mostly SIFE students) with many in between. A one-size-fits-all approach cannot work and we are developing the necessary structures and resources along with our Student Resource Team (who support the IEP students) to ensure the support of these students.

We currently receive support from our CFN team on using data to drive instruction as well as best practices across the Network on using data, and delivering and differentiating instruction for a range of learners. We also receive detailed technical support from the Network on data systems (ATS, CAP, HSST, ARIS, Periodic Assessments, etc.) and state and city protocols (ELL, IEP, Budget, etc.). Central can continue to support the growth and stability of the CFN program to help us respond immediately and specifically to the findings our staff uncovers throughout our inquiry process.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See 1A.1

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See 1A.1

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

See 1A.1

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition to the responses in 1A.1:

- The Math department is continuing to align the written curriculum to the actual needs of the students as they come with varying backgrounds and preparation in terms of the state standards.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See 1A.1

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

See 1A.1

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition to response to 1A.1 this is not as relevant to our specific school through there are aspects we continue to monitor. Our curriculum development process values the type of instruction found lacking in the Curriculum Audit. Our school is rich with instructional practices that promote authentic engagement with peers, adults and curricular materials. We continue to evaluate the effectiveness of our strategies and review data to see the progress we are making.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See 1A.1 and 2A.3

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

See 1A.1

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition to response to 1A.1 this is not as relevant to our specific school through there are aspects we continue to monitor. Our curriculum development process values the type of instruction found lacking in the Curriculum Audit. Our school is rich with instructional practices that promote authentic engagement with peers, adults and curricular materials. However we still work to evaluate the effectiveness of our strategies and review data to see the progress we are making.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See 1A.1 and 2B.3

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Green School has a high teacher retention rate and is known as a school that values teacher development. We attract professionals who are dedicated to the mission of the school from a diverse set of backgrounds and experience. The administration values shared leadership and develops structures throughout the school organization which promote teacher participation and leadership

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See 3.1

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The hiring freeze was a difficult stipulation through which to hire. Central needs to evaluate the process by which they develop, promote and recruit quality teachers at all levels of experience. Schools that value quality teaching found a paltry pool of highly qualified candidates when faced with new hires, especially schools expanding grades each year.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Green School is a small learning community that values communication. We have structures in place to surface issues of concern to the teaching and support staff as well as to communicate important issues. The administration developed specific structures for collaboration:

- All teachers are part of Grade Level Teams that discuss relevant issues and are advisors to a small group of diverse students.
- All teachers are part of Subject Teams that discuss differentiation in the classroom for diverse learners including ELL and IEP students.
- The Student Resource Team consists of all Special Education and ELL Teachers, the Co-Directors, the Coordinator of Student Support and Counseling Services. The team is responsible for reviewing and completing the IEPs for our special education students and for reviewing the data and performance of the ELL program. SRT teachers meet weekly with classroom teachers to plan and differentiate curriculum and instruction based upon assessment data. We have also implemented the Collaborative Team Teaching Model in our 9th and 10th grades in response to the needs of our incoming freshman. Lessons from the CTT model will be used to adapt instruction in all grades.
- Representatives from the Grade Level Teams (and Subject Teams) are on the Vision Council, an advisory body that develops policy on Curriculum, Instruction and Assessment. Vision Council consists of Grade Team representatives, the Co-Directors, the Coordinator of Student Support and Counseling Services, the Coordinator of External Programming, and the UFT chapter leader.
- The Inquiry Team is comprised of representatives of each grade and subject area. IT is in charge of supervising the development of all PD for the staff.

Through these structures we are continually discussing the experience of our diverse learners, including our ELL students. Our teaching staff have attended various PD opportunities (including QTEL) but as importantly are able to share these practices and the insights that come from a well trained staff. Teachers are well aware of the different programs, PD opportunities and skill sets of their colleagues.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See 4.1

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In addition to 4.1 we always need continued support and resources. We receive very clear, directed and competent support from our CFN leadership. However resources for instruction such as additional ELL teachers, curricular materials and PD opportunities germane to the actual practices of our school are always welcomed.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

See 4.1

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See 4.1

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In addition to 4.1 we are continually working with our CFN to develop data sharing and analysis along with using relevant data sources (ATS, ARIS, Periodic Assessments, etc.) to refine our knowledge of our diverse learners (including ELL and IEP students) and develop effective instructional methods for them.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

See 1A.1 and 4.1

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition to 1A.1 and 4.1 the Green School prides itself in clear and inclusive communication for staff and students. We continually strive to provide the most relevant data, knowledge and PD opportunities but we also do a great job of having all parties be cognizant of the necessary information and tools for success for all learners. As in all schools we will continue our inquiry into the effectiveness of our work with IEP students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In addition to 1A.1 and 4.1 we need Central to promote a clearer policy on record transfers between schools and a timelier update process for data on Special Education students. We use a significant amount of office and administration resources tracking down IEPs, special education data and parent connections. The update of data in ATS, CAPS and the validity of the data in those two systems is slow and is a significant obstacle for us to develop effective and appropriate learning environments for our special and regular education students.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroomenvironment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

See 1A.1 and 4.1

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition to 1A.1 and 4.1 we have a formal discipline program called the Student Responsibility Center (SRC). Students must write an individualized behavior plan for each instance of a class disruption. IEP students participate in this process as well, with the direct support of the SRT teachers. In this manner IEP students get the support they need for behavioral issues that are often manifestations of their academic activity in the classroom.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See 6.4

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – REPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- A// Title I schools must complete Part A of this appendix.
- A//Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

We have ten students.

2. Please describe the services you are planning to provide to the STH population.

Our STH services are being developed along the guidelines from the 2009 McKinney-Vento Workshops delivered by NYS-TEACH and the NY State Education Department.

We have allocated funds for purchasing school supplies and clothing for students so that they can fully participate and have equal opportunity to succeed in school. We will also provide access to trips and events that have a cost involved. Our Community liaison, Elizabeth Shaw, will provide training to our support staff on how to use the Residency Questionnaire and how to design systems to support students in temporary housing. They will also train our intake staff that students in temporary housing who do not have to have: 1) school

records, 2) medical records/immunizations; 3) proof of residency; 4) guardianship papers; 5) birth certificates or other documents normally needed to register. We will provide families with McKinney Vento information.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.