



THE GREEN SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **14K454**
ADDRESS: **223 GRAHAM AVE., RM 221, BROOKLYN, NY 11206**
TELEPHONE: **718-599-1207**
FAX: **718-387-7945**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 14K454 **SCHOOL NAME:** The Green School

SCHOOL ADDRESS: 223 Graham Avenue, room 221, 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: Ben Doren

PRINCIPAL: Karali Pitzele

UFT CHAPTER LEADER: Kent Kleiman

PARENTS' ASSOCIATION PRESIDENT: Dawn Jackson

STUDENT REPRESENTATIVE:
(Required for high schools) Christopher Jackson

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** CFN106

NETWORK LEADER: Cyndi Kerr

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 member 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 indicates 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
Kent Kleiman	*UFT Chapter Chairperson or Designee	
Dawn 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	
Christopher Jackson Unique Cruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jennifer Ashley, Cloud Institute	CBO Representative, if applicable	
Ben Doren	Member/AP/Co-Director	
Gina Benenati	Member/PA Vice President	
Tiffani Lewis	Member/PA Treasurer	
Chaka Reed	Member/PA member	
Ruby Geter	Member/PA Secretary	
Matt Finn	Member/ESL Coordinator	
	Member/	

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

* Core (mandatory) SLT members.

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, and aimed at fostering 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 thus promoting civic engagement and youth leadership. Project-based learning activities provide the intellectual context for both standardized and curriculum-based skill 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 make informed 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 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 the skills to succeed in both college and the job market. The student's strong educational foundation will be rooted in sustainability. Whether the student is headed to college to further explore a career in architecture or starting a career as a technical assistant in a biology lab, they will understand their impact on the community and those around them: 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 our country's economic landscape. The school is a source of individual pride, a community resource, and an epicenter for learning.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

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:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			77.6	79.4	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Stability - % of Enrollment:				
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		0	0	0			95.1	95.2	TBD
Grade 4		0	0	0					
Grade 5		0	0	0	Poverty Rate - % of Enrollment:				
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 7		0	0	0			70.4	75.1	77.5
Grade 8		0	0	0					
Grade 9		98	111	99	Students in Temporary Housing - Total Number:				
Grade 10		107	116	117	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11		0	71	61			1	6	TBD
Grade 12		0	0	73					
Ungraded		0	0	0	Recent Immigrants - Total Number:				
Total		205	298	350	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							5	1	3
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		0	1	1	Principal Suspensions		39	86	TBD
# in Collaborative Team Teaching (CTT) Classes		0	15	28	Superintendent Suspensions		4	8	TBD
Number all others		8	20	20					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants		N/A	0	0	Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		11	21	TBD
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		20	16	17					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
# ELLs with IEPs	0	1	7	Number of Administrators and Other Professionals	4	5	TBD			
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD			
Overage Students (# entering students overage for grade)				Teacher Qualifications:						
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
(As of October 31)	1	9	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD			
				% more than 2 years teaching in this school	0.0	19.0	TBD			
				% more than 5 years teaching anywhere	0.0	9.5	TBD			
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher						
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	45.0	67.0	TBD			
American Indian or Alaska Native	0.5	0.3	0.9		80.0	100.0	TBD			
Black or African American	41.0	49.7	49.7							
Hispanic or Latino	57.1	48.0	46.6							
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.7	1.1							
White	1.5	1.0	0.9							
Male	52.2	48.0	45.7							
Female	47.8	52.0	54.3							
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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:										
	Phase			Category						
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive					
	Improvement Year 1									
	Improvement Year 2									
	Corrective Action (CA) – Year 1									
	Corrective Action (CA) – Year 2									
	Restructuring Year 1									
	Restructuring Year 2									
	Restructuring Advanced									

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			X
Math:				Math:			√
Science:				Graduation Rate:			-
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	√	-	
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				X	√	-	
Hispanic or Latino				X	√	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Students with Disabilities				-	-	-	
Limited English Proficient				-	-		
Economically Disadvantaged				X	√	-	
Student groups making AYP in each subject				0	4	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 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	NR						
<i>(Comprises 60% 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			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				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.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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/Teacher 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 your school's 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?
-

The Green School provides a solid education for our students and always seeks to develop our programs to better serve their needs. The school's endeavors are strongly supported by students and parents as is evidenced by their continual feedback. We 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 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. By June, 2011, ncreaseincrease the number of 9th graders earning 10 credits or more by 10 percentage points, from 65% to 75%. In 2008-2009 54% of our 9th graders earned 10 credits or more, and in 2009-2010 we increased our course pass rate by 11% to 65% of our 9th graders earning 10 credits or more.
2. Refine the scope of Inquiry Team participation by teachers to support grade-level data-driven decision-making. By February of the 2010-2011 school year 90% of the teachers will participate in grade level inquiry teams focused on using literacy data and subject-area baseline assessments, , which will continue through June.
3. Teachers will refine 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 2010-2011 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 refining 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 2010-11 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, PLA, 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.

Action Plan

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

By June, 2011, ncreaseincrease the number of 9th graders earning 10 credits or more by 10 percentage points, from 65% to 75%. In 2008-2009 54% of our 9th graders earned 10 credits or more, and in 2009-2010 we increased our course pass rate by 11% to 65% of our 9th graders earning 10 credits or more.

- 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. The school is adding an additional Enrichment session on Wednesday afternoon to support struggling students and provide interest-based activities to students on-track for promotion and graduation. The 11 and 12 grade students participate in off-site internships on Wednesday afternoons, leaving a full teaching staff to support only half of the school—the 9 and 10 grade students. Each teacher will have a small group assigned based upon academic needs, from Algebra skills to essay writing for at-risk students, to gothic literature and trigonometry for students on track.
- Increase the frequency of school-to-home contact for students with poor attendance by adding a teacher to the attendance team who will collaborate with the guidance department to increase student intervention, family contact and advisor support.
- Train all teachers in the use of ARIS to identify academic needs of students and to plan interventions.
- Change the 10TH grade curriculum to include two periods of ELA each day to reflect the change in the 2009-2010 school year for the 9th grade: a writing skills class and a reading workshop class. Send the new reading instructor to the Reading Workshop training at Teachers' College.
- Reinforce the change in 2009-2010 to the Integrated Algebra curriculum using Amsco and focus the curriculum more narrowly on increasing the Regents pass rate through benchmark assessment data analysis.
- 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.

	<ul style="list-style-type: none"> • 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 Advisors. The Student Intervention Team and the Guidance Team will refine the use of software school-wide to track disciplinary issues and address trends. • The guidance department, the Student Intervention Team, the Guidance Team and the Attendance Team will meet weekly with the Co-Directors to discuss students in need of academic and/or behavioral intervention. The Coordinator of each team will meet weekly with the Co-Directors to set goals and monitor progress towards outcomes.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Funding will be allocated to create the new 10th grade literacy position to complement the 9th grade literacy position created in 2009-2010. • Title I funds will be allocated to create an in-house Instructional Support coach. • 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, weekly subject-team meetings as well as an additional Enrichment session for 9th and 10th grade students on Wednesday afternoon. • Teachers will receive training in ARIS. • Weekly subject team meetings will focus on meeting the needs of diverse learners. • The 10th 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 Instructional Support coach and the Co-Directors in teaching methods, assessment, and interventions for struggling students.

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Refine the scope of Inquiry Team participation by teachers to support grade-level data-driven decision-making. By February of the 2010-2011 school year 90% of the teachers will participate in grade level inquiry teams focused on using literacy data and subject-area baseline assessments, , which will continue through June.</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 human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support actions/strategies/activities described in this action plan.</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. • Title I funds will be allocated to create an in-house Instructional Support coach. • Funding will be allocated to create the new 10th grade literacy position to complement the 9th grade literacy position created in 2009-2010.
<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.

Annual Goal #3

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

Action Plan

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

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.*

Teachers will refine 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.

- 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 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.
 - The 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.
 - A booklet of resources related to Differentiated Instruction will be used to support staff in planning for diverse learners.
-
- Title I funds were allocated to hiring a coach from Teachers College two days per week for the past three years. To further support and refine the coaching of our teachers in planning targeted work Title I funds will be allocated to create an in-house Instructional Support coach, increasing time available for coaching and better aligning the coaching with the needs of teachers.
 - Expanding the role of Subject Team Facilitator (STF) through per-session funding of data-based inquiry and program development. STFs will meet weekly with the Co-Directors and Instructional Coach to chart progress on inquiry and data-driven decision making, as well as share best practices between the teams.
 - Through the collaboration with the New School University six of our teachers are participating in a grant funded two-year leadership and school change institute through the Institute for Urban Education. Three teachers each from both the ELA and Science departments—representing all four grade levels—will develop a school change inquiry process this summer to push the expertise and effectiveness of subject and grade teams to support struggling students.
 - The school is adding an additional Enrichment session on Wednesday afternoon to support struggling students and provide interest-based activities for students' on-track for promotion and graduation. The 11 and 12 grade students are out of the building on Wednesday afternoons, leaving a full teaching staff to support only half of the school—the 9 and 10 grade students. Each teacher will have a small group assigned based upon academic needs, from Algebra skills to essay writing for at-risk students, to gothic literature and trigonometry for students on track.

	<ul style="list-style-type: none"> • The schedule will include a weekly meeting for teachers of the same subject.
<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"> • 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.

<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase coherency and consistency of instructional expectations and approaches within subject departments. Starting in September of the 2010-2011 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 refining 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.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Core Subject teams will meet weekly for 53 minutes:</p> <ul style="list-style-type: none"> • 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 to 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. <ul style="list-style-type: none"> ○ The instructional coach and Co-Director will lead the ELA, Math, Science and Social Studies teams. ○ We will create a schedule that includes common admin periods for all core-subject teachers. • The 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. • Expanding the role of Subject Team Facilitator (STF) through per-session funding of data-based inquiry

and program development. STFs will meet weekly with the Co-Directors and Instructional Coach to chart progress on inquiry and data-driven decision making, as well as share best practices between the teams.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.*

- 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 were allocated to hiring a coach from Teachers College two days per week for the past three years. To further support and refine the coaching of our teachers in planning targeted work Title I funds will be allocated to create an in-house Instructional Support coach, increasing time available for coaching and better aligning the coaching with the needs of teachers.

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 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

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 and 11th 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"> • 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. • We also have a Social Work Intern program where a MSW intern works with at-risk students during the school year. • The campus has an MSW from Interboro who works with our students referred for counseling.
<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.

At-risk Health-related Services:

- **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 (2010-2011) Language Allocation Policy to this CEP.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$283,834	\$67,438	\$351,272
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,838		\$2,838
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,193	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$28,383	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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:

- parents play an integral role in assisting their child's learning;
- parents are encouraged to be actively involved in their child's education at school;
- 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;
- activities, such as those described in Section 1118- Parent Involvement of the ESEA are conducted.

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.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

- conduct 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:

- attend school ready to do our best and be the best;
- be prepared 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;
- adhere to the school's dress code;
- ask for help when we don't understand;
- do homework every day and ask for help when needed;
- 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 our parents or 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 parents information in a timely manner especially facts concerning 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.

- 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 timely notice to each parent 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

Section I: Schoolwide Program (SWP) Required Components

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

FROM 2009-2010 SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

CURRICULUM and INSTRUCTION

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 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.

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.

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.

TEACHER EXPERIENCE AND STABILITY

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

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.

PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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. The staff has attended professional development opportunities (including QTEL) and is able to share practices and the insights from these sessions. Teachers are aware of the different programs and professional development opportunities, and the various skills of their colleagues.

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. 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. 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.

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.

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 4, Part C, Section 1, 2a; 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 4, Part C, Section 1, 2a

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

See Appendix 4, Part C, Section 1, 2a regarding 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

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 4, Part C, Section 1, 2a; 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 4, Part C, Section 1, 2a

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

See Appendix 1: Academic Intervention Services Summary Form and Appendix 4, Part C, Section 1, 2a

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$283,834	X	See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C
Title I, Part A (ARRA)	Federal	X			\$67,438	X	See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1:

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

							AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			\$142,820	X	See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C
Tax Levy	Local	X			\$2,180,952	X	See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.

See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C

2. Ensure that planning for students served under this program is incorporated into existing school planning.

See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C

4. Coordinate with and support the regular educational program;

See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C

5. Provide instruction by highly qualified teachers;

See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C

7. Provide strategies to increase parental involvement; and

See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C

8. Coordinate and integrate Federal, State and local services and programs.

See Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plan; Appendix 1: AIS Summary; Appendix 4: NCLB Requirements for Title I Schools, Part A and Part C

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All 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 currently have 8 students in Temporary Housing.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Green School: An Academy for Environmental Careers					
District:	14	DBN:	14K454	School	331400011454	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		77.6	79.4	77.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	111	99	88				
Grade 10	116	117	104				
Grade 11	71	61	100				
Grade 12	0	73	71				
Ungraded	0	0	0				
Total	298	350	363				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.1	95.2	91.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	70.4	77.5	78.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	6	12

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	1	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	1	1	2	Principal Suspensions	39	86	139
# in Collaborative Team Teaching (CTT) Classes	15	28	40	Superintendent Suspensions	4	8	0
Number all others	20	20	22				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	11	21	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	5	5
# receiving ESL services only	16	17	TBD	Number of Educational Paraprofessionals	1	1	3
# ELLs with IEPs	1	7	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	9	41	% fully licensed & permanently assigned to this school	100.0	100.0	80.8
				% more than 2 years teaching in this school	0.0	19.0	22.2
				% more than 5 years teaching anywhere	0.0	9.5	22.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	45.0	67.0	70.4
American Indian or Alaska Native	0.3	0.9	1.1	% core classes taught by "highly qualified" teachers	80.0	100.0	78.5
Black or African American	49.7	49.7	49.3				
Hispanic or Latino	48.0	46.6	46.8				
Asian or Native Hawaiian/Other Pacific	0.7	1.1	1.1				
White	1.0	0.9	1.7				
Male	48.0	45.7	46.0				
Female	52.0	54.3	54.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: v
Science:	Graduation Rate: -

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	-	
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				X	v	-
Hispanic or Latino				X	v	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	v	-
Student groups making				0	4	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:	NR			
Overall Score:	47	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	7.3	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	11.6	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	26.6	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	1.5	Quality Statement 5: Monitor and Revise				

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 106	District 14	School Number 454	School Name The Green School
Principal Karali Pitzeli		Assistant Principal Ben Doren	
Coach		Coach	
Teacher/Subject Area Matthew Finn/ESL		Guidance Counselor Julie Jacobowitz	
Teacher/Subject Area Frank Barba/ Spanish		Parent Dawn Jackson	
Teacher/Subject Area Rachelle McManus/Science		Parent Coordinator Dimitajo Loftin	
Related Service Provider Yessica Nova/Bilingual Para		Other	
Network Leader Cyndi Kerr		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	35

C. School Demographics

Total Number of Students in School	362	Total Number of ELLs	26	ELLs as Share of Total Student Population (%)	7.18%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

1. Identification of ELLs

New students entering The Green School each fall are identified as ELLs, former ELLs, SIFE ELLs, IEP ELLs or non ELLs based on the status they were assigned at their previous NYC DOE school. Families of students from outside the NYC DOE enrolling new for the fall semester must complete the HLIS in English or in their home language. The Assistant Principal, who has been trained in ELL intake procedures by the ESL Coordinator, then follows the procedures for any new student entering the NYC DOE for the first time as outlined below.

New families entering The Green School over the course of the school year make their first stop in the guidance office, after having selected or been assigned to The Green School by the Enrollment Center. In the guidance office, they are interviewed by a guidance counselor. The counselor helps the family fill out all the paperwork necessary to get their child or children started at the school. This paperwork includes a Home Language Identification Survey (HLIS). If the parents indicate that they aren't able to speak or read English, the counselor prints a copy of the HLIS in the family's home language. If there is no HLIS available in the family's home language, the counselor calls the NYC DOE translation service for assistance. It should be noted that a case where an ELL's family communicates in a language other than English or Spanish has not yet occurred at The Green School.

The guidance counselor reviews the paperwork and a member of the ELL Intake Team (ELLIT) is called to review the HLIS. The ELLIT is comprised of an Assistant Principal and two licensed pedagogues. If the HLIS indicates that the child is an ELL, the ELLIT representative immediately conducts an informal interview of the child and the family. If the ELLIT representative's assessment is that the child is indeed an ELL in need of ESL services, the family is immediately given an orientation to the types of programs and services available to ELLs in New York City public schools by the ELLIT representative. This orientation is conducted in the home language and includes a video presentation, also in the home language where available, by the Schools Chancellor. After discussing the possible program choices with the ELLIT representative, the family formally states which program they wish their child to participate in by completing the Program Selection Form. The School Secretary opens the student's cumulative file. The original HLIS and Program Selection Form are kept in the student's cumulative file. A copy of each aforementioned document is also kept in an ESL compliance binder, available in the Assistant Principal's office.

The student is then given the LAB-R in English and, if Spanish-speaking, the LAB-R in Spanish by the ESL Coordinator within the first ten days of the enrollment date. The ESL Coordinator keeps a record of the student's preliminary LAB-R scores in the ESL Compliance Binder. The ESL Coordinator uses these scores to set a preliminary placement and delivers the student's test answer document(s) to the appropriate testing and grading center within the NYC DOE. The current location of this is 131 Livingston Street in Brooklyn. The official LAB-R scores provided by this office are reviewed by the ESL Coordinator and the Assistant Principal to ensure that the proper placement has been made.

2. How do we assure that parents understand the available program choices?

To date, all parents of ELLs enrolling in The Green School have been Spanish speaking. Two pedagogues, one guidance counselor and several support staff are native speakers of Spanish. In addition, the Principal and the ESL Coordinator speak Spanish fluently. Given these linguistic resources, The Green School is equipped to explain program choices to any Spanish-speaking family. In the event a non-English-speaking, non-Spanish-speaking family arrives at The Green School to enroll their child, The Green School staff and members of the ELLIT will make sure that the family has HLIS forms, program selection forms and ESL program brochures in their home language and that the video presentation on program choices is shown in the home language. If it appears the family has had difficulty understanding the information, The Green School will use the NYC DOE's translation service to make sure the family has received all the information necessary to make an informed decision. The Green School will provide this information to the families within ten days of enrollment.

3. Distributing and collecting signed parent survey and program selection forms.

Over the past two years, the school has asked new parents to fill out and sign the HLIS upon registration. From the fall semester of 2008 through the spring semester of 2010, the program selection forms were completed at and fall and spring parent ELL orientations. In the fall of 2010, the policy the school, with the help of the ESL Coordinator, revised its policy on parent selection forms. Going forward, signed parent selection forms will be collected at the time the family presents their student, with approval from the enrollment center, at the school. The ESL Coordinator or a member of the ELL Intake Team (ELLIT) will be called in at this time to assure that these forms are read, understood and signed by parents who have been informed, in their native language, of the program options available to them. As of August 2011, the ESL coordinator will give group presentations to parents for new enrollees during August Bridge week. These orientations will be designed to assure that parents understand program choices and sign the appropriate forms.

4. How are ELL students placed in an ESL program?

Based on parent selection, LAB-R scores, interviews conducted by the ESL Coordinator, who is a licensed ESL teacher, and writing samples elicited by the ESL Coordinator, ELL students are placed into the ESL program according to their English proficiency level.

5. What is the trend in program choices that parents select for their ELL students?

Parents have routinely chosen free-standing ESL. The ESL Coordinator monitors parent selection to make sure that students are accommodated properly. Should the number of parents requesting Dual Language or Transitional Bilingual Education reach the thresholds put forth in the state law, the school will take the appropriate action to provide the requested program(s).

6. Are the program models at your school aligned with parent requests?

The program model offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										3	10	2		15
Push-In										3	2		6	11
Total	0	0	0	0	0	0	0	0	0	6	12	2	6	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	8

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									Total
	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	
TBE										0
Dual Language										0
ESL	13	1	0	5	0	2	8	1	5	26
Total	13	1	0	5	0	2	8	1	5	26

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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									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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	12	2	6	26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	6	12	2	6	26								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - 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.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. How is instruction delivered?
 ESL instruction is delivered using self-contained and push-in models. Occasionally, students are pulled out of a class to address specific needs, but this is not norm. Self-contained classes are delivered by a licensed ESL teacher and push-in instruction is delivered by a licensed ESL teacher in conjunction with a licensed subject-area teacher.

Self-contained classes are heterogeneous, including beginner and low-intermediate students. Push-in classes are also heterogeneous and include targeted instruction for high-intermediate and advanced ELLs. ELL students are programmed to travel in a cohort in each grade, which itself is part of a larger cohort that travels together and includes both ELLs and non-ELLs in each respective grade.

2. How is the staff organized?

The ESL staff consists of one licensed ESL teacher, who is dedicated to providing both self-contained and push-in ESL instruction. Explicit instruction on the structure (grammar) and vocabulary of English is delivered during both self-contained and push-in classes. Appropriate instructional minutes for proficiency level are met through this scheduling arrangement.

3. How and in what language is content delivered and made comprehensible to enrich language development?

Subject-area content other than ESL and Spanish is delivered in English. During ESL push-in periods, the ESL teacher gives specific support to the ELLs in the classroom. To help teachers during non-push-in periods, the ESL teacher gives a professional development session to all content area teachers in the fall. During these sessions, teachers learn and practice methods and strategies for making content comprehensible for ELLs. The methods include but are not limited to:

- Write newly introduced concepts in large, clear letters on the board
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into the unit

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention. Spanish-speaking ELLs also receive instruction in Native Language Arts from a certified Spanish teacher whose native language is Spanish.

4. How do we differentiate between ELL subgroups?

a. SIFE Students

SIFE students receive basic instruction on how to read and write. The Green School is part of an NYC DOE-wide literacy pilot that includes access to Reading Horizons (<http://www.readinghorizons.com>), which recognizes the need of all SIFE students, both ELLs and non-ELLs, to master the phonemic connection to the printed word. ELL SIFE students receive a period of Reading Horizons instruction per day to bring their reading closer to grade level in the shortest possible time frame. ELL SIFE students are also included in all regular classes as well as ESL class. As we work on their basic literacy, we sometimes modify unit projects in order for them to be able to display their learning through visuals or auditory recordings. This allows SIFE students to be included in course work with their peers while giving them a chance to show their learning and achieve success in their class work.

b. ELLs with Fewer than Three Years in US Schools

Newcomer ELLs receive instruction in all subjects as well as ESL. They may also receive some test preparation for acuity testing to habituate them to the US model of testing and tracking, which they may or may not be familiar with in their home countries. Students who are highly literate and at grade level in their home language can benefit from these interventions. Students who are significantly below grade level in their home language are given extra time during Enrichment hours in addition to their literacy and ESL work during the day to get them ready for high-stakes testing.

c. How Do We Work with Borderline Long Term ELLs?

ELLs having received four to six years of service are included in all course work, including ESL. The ESL teacher partners with subject-area teachers to focus on these students to provide them with extra subject-area vocabulary. The ESL teacher also pushes into classes to make sure these students are preparing to test out of ESL via the NYSESLAT. The ESL teacher uses data to learn which of the four instruction/performance areas (reading/writing/speaking/listening) needs the most strengthening for each of these students, and works on that area with each student.

d. How Do We Work with Long-Term ELLs?

Students having received six or more years of ESL services, in other words Long-Term ELLs, usually, though not always, fall into one of three categories:

- i. SIFE Students
- ii. Students with Special Needs
- iii. Students with family/attendance issues

Recognizing that each student is unique, our school tries to understand the reasons why a student would need more than six years of ESL services when so many students rapidly in English, our school using push-in ESL, counseling for students with family issues, and literacy interventions for students who have lagged seriously behind in their reading levels in both English and Spanish. The ESL teacher attend works with the school inquiry team and attends their regular meetings to address the specific challenges these students are facing and provide interventions designed to help them move forward.

e. ELLs with Special Needs

ELLs who have IEPs are in cohorts that spend their day in co-taught classes with subject-area teachers and a special education teacher. They receive their ESL from a licensed ESL teacher during push-in periods. ESL interventions can include any of the teaching techniques mentioned above, including reliance on visuals. We currently do not have blind or deaf students who need interventions in Braille or sign language respectively.

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

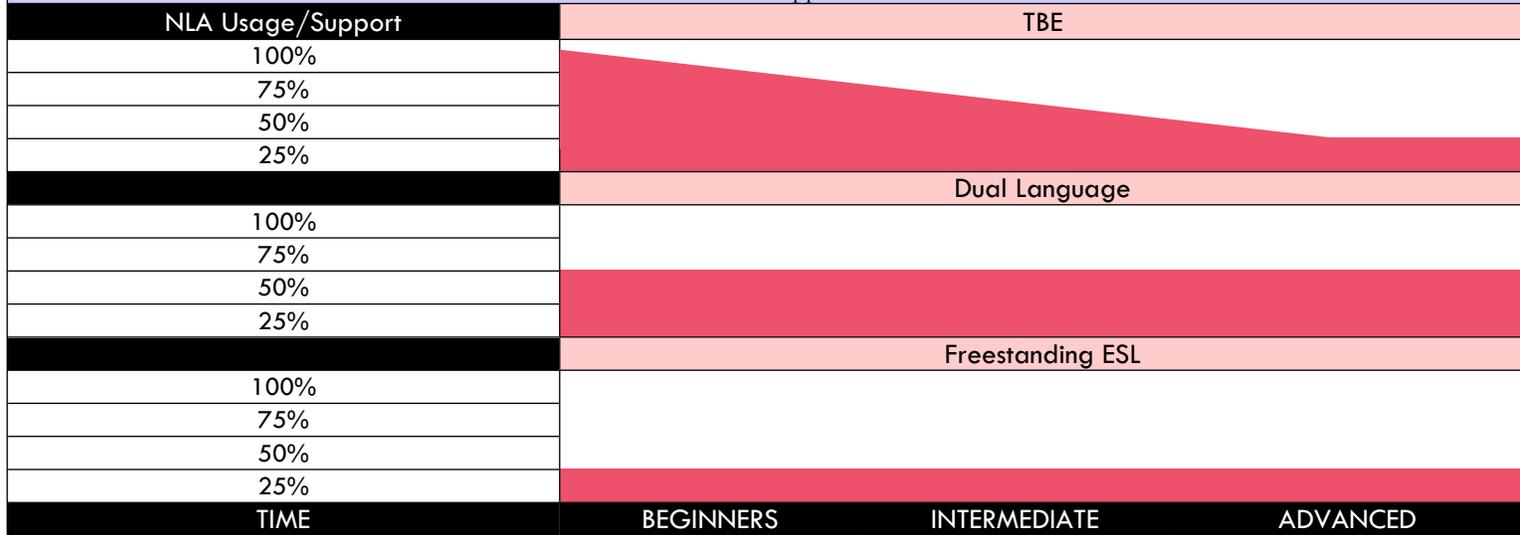
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
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?

5. Interventions for ELLs in ELA and Content-Areas.

Teachers of all subject areas are trained by ESL teacher in techniques designed for ELLs, but which also can benefit all students in a subject-area classroom. These techniques include:

- Make sure the Aim and Do-Now and Homework assignments are always clearly written and, more importantly are ALWAYS in a specific location on the board. It must be clear to students whose native language is not English where to look for the critical information they need for class as well as which pieces of information they need to copy down in their notebooks.
- Write newly introduced concepts in large, clear letters on the board
- Use a color-coded system on white boards or smart boards: red for Aim/Do-Now/HW, green for vocabulary, black for key concepts, etc.
- Allow newer students whose native language is not English to get help from a classmate who speaks the same language but who has been at the school longer. Do not automatically assume that their conferring is idle chatter. In many cases it is actual peer support.
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into their units

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention.

6. How Do We Support ELLs Who Have Achieved Proficiency on the NYSESLAT?

Students who have achieved proficiency on the NYSESLAT within the last two years are given continued support from an ESL teacher. The ESL teacher checks in with each of these students on a regular basis, usually asking to see any written work they may have recently produced and helping them edit it. The teacher also lets each of these students know that they have right to target support when they need it and that they can reach out to the ESL teacher when they feel they need help with any academic work. While some students take full advantage of this ad hoc support, the check-ins by the teacher assure that all students, even if they may be too shy to ask for continued support, are receiving it. It would be rare for students at this level proficiency to be included in a self-contained ESL class and in fact this has not yet happened at the school. Many ELLs appreciate the extra support they receive but don't like being seen as "different" by their non-ELL peers. For this reason, the ESL teacher uses discretion when checking-in with each NYSESLAT proficient student to make sure the check-in is as anonymous as possible.

7. and 8. What new programs and services will be considered for the upcoming school year? What programs and services will be discontinued?

Reading Horizons (<http://www.readinghorizons.com>) and our participation in the district-wide Literacy Pilot are part of our new plan for this year. Over the previous two years, we used Achieve3000 as part of the ESL Success Initiative grant, which has since expired. We believe that Reading Horizons, with its focus on the basics of the language, will provide better results. We found Achcieve3000 was better students who were not only naturally self-motivated, but were also already achieving at a higher level in English and/or Spanish, however A3K lacked the basic support needed by those struggling with reading and writing itself. Because of the more appropriate level of intervention provided by Reading Horizons, will allow us to make a more profound and rapid impact on student success in all their academic work.

9. How are ELLs provided equal access to all school programs? What after-school intervention services are offer to ELLs in the school?

By programming ELLs for all their regular classes with the addition of an ESL class and favoring ESL push-in rather than ESL pull-out, we provide our ELLs with equal access to all the programs available to non-ELL students. ELL students also receive instruction time during our Enrichment period. Enrichment period instruction gives students additional minutes of instruction in ESL and/or subject-area material. This period does not conflict with after-school activities, in which all of our ELLs are invited to participate. These activities include Homework Help, Visual Arts, Intramural Sports, Extramural Sports teams, Dance and Step Groups, Drama, Community Service, Community Gardening and many others. Current ELLs are often encouraged to join these groups by former ELLs who are bilingual in both the current ELLs' home language and English. The intermingling of these non-native speakers of English with groups of native speakers of English and bilingual speakers while doing a specific activity for which the instructions are always given English provides students who participate in these

activities more Total Physical Response (TPR) instruction in English in addition to the TPR routinely used in ESL class instruction.

10. What instructional materials, including technology, are used to support ELLs?

As enumerated above, we are using Reading Horizons as part of increasing our ELLs' literacy levels in English. We are using this program for all ELLs with specific focus on SIFE and LTELL students. We also use Rosetta Stone English as part of our ELL instruction. Rosetta Stone was first purchased through the ELL Success Initiative grant and then later more licenses were purchased with NYSTL Technology funds.

11. How is Native Language Arts support delivered?

Students receive Native Language Arts support from a certified Spanish teacher who speaks both English and Spanish and whose native language is Spanish and a certified Para-Professional who speaks both English and Spanish and whose native language is Spanish. Students whose native language is Spanish are in courses separate from those who whose native language is not Spanish so that the native speakers of Spanish will not have to sit through instruction in the most basic vocabulary, expressions and grammatical principles of the language. Instead, their class focuses on reading literature and cultural information about Latin-America, Spain and Spanish speakers throughout the world at their appropriate Spanish reading level, as well as written responses to the reading.

The campus library also provides a collection of Spanish reading books at various levels from early readers to young adults. Non-fiction books in Spanish are interfiled with their English-language counterparts and can found through the library's online catalog. The library also purchases e-books in both English and Spanish which are available to all through the library's online catalog.

12. Do required services, support and resources correspond to ELLs ages and grade levels?

We would never give a book intended for a five-year-old native English-speaking child to a 17 year-old struggling ELL. We use materials and resources designed for appropriate age and reading levels. We consider the reading level a more useful guiding factor than the actual grade level of the student. Therefore, for an older student needs materials that are below his or her grade's normed reading level, we supply and continue to order high-interest/low-reading-level materials for students in their age-range. We use these principles when planning instruction and ordering materials and offering support for both ELLs and non-ELLs.

13. What language electives are offered to ELLs?

Our school currently offers no language elective to Spanish-speaking ELLs as the only language currently provided is Spanish and the ELLs in our school are Spanish speakers. The ESL Coordinator, who is bilingual in French and English as well as fluent in Spanish has discussed the possibility of seeking an additional license in French and offering French to interested students including ELLs. Although students have routinely expressed interest in this, the administration of the school is not convinced that another language elective is what our ELLs need. That said, the Coordinator will continue to make a case for additional language electives.

C. 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)?

Paste response to questions 1-5 here

D. 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 (including non-ELL teachers) as per Jose P.

All teachers of ELLs participate in instructional sessions given be the ESL teachers to learn and practice using best practice methods for ELLs in their classroom. These sessions have been described above. In addition, the ESL teacher participates in at least 7.5 hours of professional development for ESL teachers each year. The ESL Coordinator works with staff who help students, including ELLs, transition from middle school to high school in summer bridge programs, for example.

E. 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?

1. How are parents, including parents of ELLs, involved in the school?

Parents are involved in the school primarily through the Parent-Teacher Association. The PTA comes up with ideas to support the school and what it needs to support the children. The PTA also addresses the needs of families by involving them in the college planning process and offering useful seminars, such as financial planning meetings run by certified financial planners. Parents of ELLs are invited to participate and do they do participate in PTA meetings and activities. Parents of ELLs also receive regular phone calls and letters from teachers and advisors, either English or in their native language, as per their choice, regarding their students' progress.

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

We partner with the Brooklyn Public Library for both ELLs and parents of ELLs. The BPL provides literacy services for parents of ELLs and their children. Not only do our ELL students and parents make use of the services offered by the library, but representatives from the library come on site to make sure students have access to all the available services.

3. How does the school evaluate of the needs of the parents?

We query the parents directly at PTA meetings and through phone calls about what they need.

4. How do your parental involvement activities meet the needs of the parents/

By asking parents directly what they need from the school, we try to provide parent services that correspond to parent need within the limits of our school's budget and staff resources.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											2	2	1	5
Intermediate(I)										4	8		1	13
Advanced (A)										2	2		4	8
Total	0	0	0	0	0	0	0	0	0	6	12	2	6	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5	0	2	0
Math <u>IA</u>	8		3	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		0	
Physics				
Global History and Geography	2		2	
US History and Government	4		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?

non-fiction.

2. What is revealed by the data patterns across proficiency levels and grades?

While the majority of ELL students have made progress on the NYSESLAT since entering our school (or the NYC DOE), there are some who struggle. We also see a correspondence in ELL students whose progress as measured by the NYSESLAT is slower than other students and those ELLs who repeat a grade. Many of the interventions described in earlier sections are conceived as a response to these data patterns. We refer to the data continually when planning for instruction.

3. How will test patterns across NYSESLAT modalities affect instructional decisions?

We use NYSESLAT data, as described in earlier sections, to target services, especially, but not limited to, push-in services for ELLs. Students receive targeted support in the NYSESLAT modality that needs the most improvement, usually writing or sometimes reading, during sessions with the ESL teacher. The ESL Coordinator and ESL teacher also communicate these needs to subject-area teachers during grade-team meetings.

4. Answer the following for your ESL program:

a. What are the patterns and proficiencies across grades? How are ELLs faring in test taken in English as compared to those taken in the native language?

The data show that some ELLs are making progress similar to that of their English-speaking counterparts, while there are some that lag behind. The data for the school-wide population also show that ELLs who lag behind are accompanied by a number of native-English-speaking students who are struggling. It's difficult to correlate the fact that one is an ELL with low academic performance when other psychological and emotional issues may be interfering with academic success. ELLs are often separated from the parents and live with other relatives in New York, while some were separated from their parents for many years in their home country while their parents were in New York, working to bring their children here. This, coupled with having to adapt to a new culture, language, and set of societal norms is disruptive to many ELL students and may show up in their test scores. Furthermore, ELL students are susceptible to all the other non-school pressures that all adolescents in the US are subjected to. We do our best to counsel and help students in difficult situations.

b. How do school leaders and teacher use the results of the PAELL?

The school leadership looks at the PAELL scores to assess the progress the ELLs are making during the school year. The ESL teacher/coordinator disseminates these data as needed to the subject-area teachers for their use in adapting their curricula to accommodate the ELLs in their class room. These discussions take place in grade team, subject team and inquiry team meetings.

c. What is the school learning from the PAELL?

The school learns how ELLs are faring throughout the school year, particularly in listening, speaking and reading. We look at formative and summative writing assessments taking approximately when the PAELL is given to supplement our understanding of the writing section of the PAELL. We have found that struggling newer ELLs can be quickly targeted for specific support through an analysis of the PAELL.

6. How do we evaluate the success of our ESL program?

While we rely on the NYSESLAT results to show us which students are progressing to proficiency in all four language learning areas, we also use subject-area test scores and teacher feedback to evaluate whether our ELLs are truly making progress. Our goal is to see our ELL students to as well as any native-English-speaking student in the school.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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