Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE GREEN SCHOOL

DBN (*i.e. 01M001*): 14K454

Principal: CARA TAIT

Principal Email: CTAIT2@SCHOOLS.NYC.GOV

Superintendent: A. HOROWITZ

Network Leader: Y. CHU

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
CARA TAIT	*Principal or Designee	
KYLE VAN NORT	*UFT Chapter Leader or Designee	
WILLIAM ALEXANDER	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
MELVIN RODRIGUEZ	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
JONATHAN SANTIAGO	Member/ Student	
AVIS CATO	Member/ Parent	
MARIA LUCIANO	Member/ Parent	
SHEILA SMITH	Member/ Parent	
BRIAN KNOEZER	Member/ Staff	
SLOAN HAUGTON	Member/ Staff	
MARC OTTAVIANI	Member/ Staff	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve student academic progress as demonstrated by an increase in regents passing rates for Living Environment, math and social studies:
Integrated Algebra – from 47% to 60% Global History – from 45% to 60%
American History – From 50% to 60% Living Environment – From 50% to 60%

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the number of students who have their promotion in doubt, we realized that we needed to target our Regents performance. After looking at the data, we realized that we would like to target math, social studies and Living Environment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Revised curriculum based on Regents Item Analysis
2. Increased incentivized regents preparation outside of the classroom (after-school/Saturdays)
3. Analyzing our lesson plans and CUPS to ensure curricular alignment
4. Electives that are specialized for students who need additional support in key subjects.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, teachers, network coaches; common planning time/ per session
2. Administration, teachers, community associate for outreach; per session, comp time
3. Teachers, administration, coaches; common planning
4. Teachers, Guidance Counselor, administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Curriculum maps, regents item analysis documents, student work
2. Lesson notes, attendance, outreach documentation, student work
3. Team meeting notes, curriculum revision documents via googledocs – at least once per trimester
4. Student programs, elective description documents, student progress reports, student work

D. Timeline for implementation and completion including start and end dates

1. Summer 2013: administrators and teachers develop a PD sequence for the year after completing an Item Analysis of the June regents as well as school wide data including our Quality Review and Progress Report. Subject Teams completed an item analysis of the regents in order to notice trends. Teachers were then provided time to use this data to revise their curriculum maps.
2. Fall 2013 – June 2014: Teachers are all required this year to administer finals that include an online component through Castle Learning, a regents prep source that allows teachers to design their own assessments using past regents prompts. This system grades the exams for teachers allowing for time in subject teams to discuss findings.
3. February 2014 - Teachers of regents prep courses will meet with their coaches at the mid term point to discuss student performance and to once again revise their curriculum map.
4. Fall 2013 – June 2014: After-school Regents and Saturday preparation is available for students who need additional support.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per-Session for teacher collaboration as well as regents prep courses funded by Title One
2. Online Assessment Program (Castle Learning) ; Building Permits for extended use on Saturdays (including use of the gym) Funded by Title One and Taxy Levy
3. Per session for teachers and administrators; tuning and LASW protocols funded by Title one
4. Per session for planning – teachers / administrators; galaxy funding for supplies, funded by Title One

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents are asked to participate in a workshop prior to meeting with their child's teachers during parent teacher conferences that show parents how to access ARIS.
- During Open School Night/Day, all parents who attended were signed up for *Jupiter Grades,* the online grading system, where parents can view student progress.
- Parents are sent progress reports on the regular basis that also outline the state standards that the students are working on for the unit
- Parents of at-risk students are invited in for conferences to discuss interventions.
- Parents are invited to participate in a series of workshops simultaneously while their students are prepping for regents courses.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve overall student academic progress as demonstrated by a higher rate of on-time graduation. 70% of current P cohort students will graduate on-time.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on our 2013 graduation data, only 49% of Cohort "O" graduated on time. Green School seeks to improve this rate significantly in the 2013-14 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Graduation Angels
2. Incentive additional Regents preparation outside of school hours – after school & Saturday programs
3. Regents Prep courses for Senior class programmed into school day.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, teachers, community associates, guidance counselors and other support staff; funding for materials
2. Administrators, regents teacher, data specialist; funding for materials and incentives
3. Adminstrators, teachers, programmer; funding for materials.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 100% of students in Cohort P who are not on track for graduation will be matched with a "Graduation Angel."
2. 100% of students in Cohort P who are not on track for graduation will be invited for Regents Intensives scheduled after school and on Saturdays; 50% of those students will participate in at least 80% of the offered courses. Students will participate in and demonstrate progress on at least 3 interim benchmark mock regents.
3. 100% of students in Cohort P who are not on track for graduation will be invited for Regents Prep courses scheduled into their school day. Students will participate in and demonstrate progress on at least 3 interim benchmark mock regents.

D. Timeline for implementation and completion including start and end dates

1. Matches will be completed by November 2013; conferences and family agreements will be completed by 12/20.
2. By Feburary 2014, ALL family Graduation In Doubt conferences have been held and next steps documented. These conferences will include January Regents data, trimester one grades and initial trimester 2 progress.

3. Progress towards graduation conferences will be held with students and families at the end of each trimester.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Funding for incentives / celebrations for Graduation Angels program and participants through Title One.
2. Per session for teachers, administrators, and comp time for community associate to assure participation. Building permit for extended use. Funding for supplies / materials through tax levy.
3. Funding through tax levy funding for supplies / materials; salary and per session if needed for programmer / AP, guidance counselor, teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents are asked to participate in a workshop prior to meeting with their child's teachers during parent teacher conferences that show parents how to access ARIS and the school's online grading system *Jupiter Grades.*
- Parents of all students are also given copies of their student's transcripts and the NYS graduation requirements during all PA meetings, and both Fall and Spring Open School Night.
- Parents are sent progress reports three times in addition to report cards, (six times in total). Additionally, advisors are asked to reach out to families of advisees on the bi-weekly basis.
- Parents of at-risk students are mandated to attend three additional *Graduation Planning* conferences.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve college and career readiness through strategic learning opportunities - increasing college enrollment by at least 6% and by college preparatory course index by at least 5%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Per our Progress Report for the past two years, while our college attendance rate is above those of our peer index, we need to raise the number of students attending four-year colleges.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Increase student access to and participation in College Now Courses; and Advanced Placement English.
2. Increase college awareness among the Junior.
3. College prep workshops with the 9th and 10th grade families to help them understand basic college requirements.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, programmer / guidance counselor, teachers.
2. Guidance Counselor, community associate, administrators, teachers
3. Guidance Counselor, community associate, administrators, teachers, COSA

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 100% of seniors will enroll in College NOW courses. City Tech College courses and AP English will be offered to students who meet academic criteria.

2. Curriculum and lessons for College Prep Course targeting Juniors; plans for college trips.
3. 100% of students in grades 9 and 10 will participate in workshops; 50% of parents / guardians will participate in workshops. Workshop plans, attendance records, feedback / exit tickets.

D. Timeline for implementation and completion including start and end dates

1. Administration and teachers meet over the summer 2013 to plan course sequence / offerings. College Now courses begin in Septmber.
2. Year-long – 11th grade team meetings
3. Workshops for 9th and 10th grade students will begin in Feb 2014 and run through May.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Partnership with City Tech and AP accreditation. Monitor students' academic progress via CASTLE learning and Jupiter grades; fees for partnerships and subscription services. Funded through tax level and title one funding.
2. Grade level teams incorporate college and career readiness standards into inquiry work; common planning time; per session if needed through title one funding.
3. COSA, community associate and guidance counselor will plan and facilitate workshops – per session, comp time; funding for supplies through tax levy and and title three funding.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent orientation before school started where parents were taught the difference between graduation requirements and College Readiness standards.
- Financial Aid Night hosted with NY Cares volunteers to support families in completing the FASFA.
- Drop in guidance counselor hours for parents where they can come in and fill out the applications with their students .
- Specific meetings for ELL and other recent immigrant parents to explain the system and also to support any undocumented families.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**		**Title IA**	**X**	**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve overall school culture and tone, through continued reduction in suspension related infractions.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This need came out of feedback from the Learning Environment survey and OORS data. We would like to continue to improve our Restorative Justice and Positive Behavior Intervention models to move our Safety Rating on the LE survey to above 8.0 and reduce our level 4 violent infractions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. PBIS - Green Dollars Initiative
2. Restorative Justice / peer mediation
3. Improve teacher capacity to manage behavioral issues in class.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, guidance counselor, community associate
2. Restorative Justice Coordinator; intervention specialist

3. Teaching assistants; administrator, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 100% of students will be inducted into GDI program; 50% of students will show a positive balance by midyear.
2. 100% of level 1 and 2 infractions will be managed via the restorative justice process.
3. OORS data will show a decrease of 10% in level 4 infractions.

D. Timeline for implementation and completion including start and end dates

1. GDI will be introduced to students in September and be implemented throughout the school year. Final reconciliation will occur in June 2014.
2. Restorative Justice / Peer Mediation will be in effect by October 2013 and be available to students throughout the schoolyear.
3. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. GDI - Funding for program start-up, incentives – events, food, materials; per session for administrators / teacher workgroup.
2. Funding for RJ coordinator, peer mediation materials.
3. Schedule / program allows for peer mediation to occur during the school day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Open School Week, Curriculum night, parent conferences will all include informational materials / session about GDI, RJ, and peer mediation, funded through a grant from Morningside Center for Social Responsibility, Tax Levy and Title One.
Parents will participate in exit conferences that result from infractions and school-based consequences.
Parents will be notified of their children who are serving as mediators; and invited to celebrations.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	• Barton Reading and Spelling • Readers/Writers Workshop Mini-lesson structure • Kagan Cooperative Learning strategies to increase writing stamina	• Targeted small group instruction • One on one conferences • Tutoring	• Pull out during the school day • After-school services • In class targeted small group mini-lessons and activities • Student "Lunch and Learns" during student lunch and teacher admin time • Small intervention "Writing Center" elective courses for students
Mathematics	• Kagan Cooperative Learning strategies to increase problem solving stamina • Key Exemplars for Higher Order Thinking problems on appropriate differentiated levels • Specific tasks from the *Key Curriculum workbook* series designed to focus on targeted math deficiencies	• Targeted small group instruction • One on one conferences • Tutoring	• Pull out during the school day • After-school services • In class targeted small group mini-lessons and activities • Student "Lunch and Learns" during student lunch and teacher admin time • Small intervention "math skills" elective courses for students
Science	• Discipline specific decoding and literacy strategies as noted in *Subject Matters* • Kagan Cooperative Learning strategies to increase writing stamina • Key Exemplars for Higher Order Thinking problems on appropriate differentiated levels	• Targeted small group instruction • One on one conferences • Tutoring	• Pull out during the school day • After-school services • In class targeted small group mini-lessons and activities • Student "Lunch and Learns" during student lunch and teacher admin time
Social Studies	• Discipline specific decoding and literacy strategies as noted in *Subject Matters* • Kagan Cooperative Learning strategies to increase writing stamina • Key Exemplars for Higher Order Thinking problems on appropriate differentiated levels	• Targeted small group instruction • One on one conferences • Tutoring	• Pull out during the school day • After-school services • Student lunch

At-risk services ***(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)***	• At risk students are assigned an advisor that has been identified as a member of the student support team. The advisor provides academic and social development guidance. • Guidance groups have been formed that meet weekly with the guidance counselor • Guidance Counselors are now running “social skill” workshops to address the core issues of specific students • Students are referred to the Social Worker associated with Woodhull Hospital and Interboro Counseling Organization	• One on one • Small group	• Pull out during the school day • After-school services • Student lunch

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- We attended the provided recruitment workshops from the DOE during the spring in order to get ideas for recruitment and also hiring steps.
- The hiring process consists of the individual analyzing a piece of student work and providing the Hiring Committee with their ideas for instructional next steps. After this first step, candidates were interviewed by the panel. Lastly, candidates were then asked to do a demo lesson as the final step.
- All teachers were invited to participate in CFN Network's *Planning Palooza* where they worked with coaches to develop Common Core aligned units that were rigorous for student learning.
- Throughout the school year, participate in a variety of network sponsored
- Subject teams meet once a week in order to analyze student work and discuss best practices
- All teachers have an instructional coach that they meet with on the bi-weekly basis.
- Teachers are all teaching in their certification area. Several teachers who are dual certified are providing small group services to students in one of their certification areas.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- School leaders and staff participate in DOE and Network sponsored workshops to continually refine practice in alignment with Common Core.
- Faculty, department and grade team meetings are used to review curriculum and to study student work.
- ELA and social studies teachers participate in network sponsored labsite to infuse literacy strategies via content areas.
- AP and math teachers participate in study groups with network math coach to study algebra curriculum and the CCLS mathematical practice standards.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds are coordinated and integrated as a means to improve teacher effectiveness by supporting professional development in teaching strategies and instructional models that will ultimately increase the academic rigor of our curriculum for all students.

Tax Levy, Title I and Title 3 funds allow for supplies, Per Diem for Teacher PD days, and Per Session for before- and after-school activities - including teacher teams, study groups, and college enrichment programs;

Tax Levy and Title I funds are used to provide additional staff to support student development of academic and personal behaviors that align to DOE and CCLS expectations for College and Career Readiness.

TL and NYSTL funds used to ensure all students have access to high-quality, leveled text and access to technology resources on a daily basis.

TL Citywide Instructional Expectation allocation funds per session for teacher teams to plan together and to engage in network Professional Development

SWP Schools Only

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

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Prior to the first day of school the teachers and administration meet in department area teams to discuss the multiple assessment measures Included in the meeting is a copy of each teacher's curriculum map that includes the assessments the students are going to be taking throughout the year. Staff also considers the city (MOSL) and state wide measures (Regents) that the students will have participate in. Throughout the year, teachers meet regular to review student work to inform adjustments to instructional strategies and assessment tools.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

The Green School
Cara Tait – Principal

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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

Part I: School ELL Profile

A. School Information ⓘ

District 14	Borough Brooklyn	School Number 454
School Name The Green School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Cara Tait	Assistant Principal Nathan Affield
Coach type here	Coach type here
ESL Teacher Gina Sclafani	Guidance Counselor Melissa Jimenez
Teacher/Subject Area Tercido Batista	Parent Olivia Gutierrez
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	62	ELLs as share of total student population (%)	%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☒ 10☒ 11☒ 12☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	**Newcomers (ELLs receiving service 0-3 years)**	47	**ELL Students with Disabilities**	6
SIFE	2	**ELLs receiving service 4-6 years**	8	**Long-Term (completed 6+ years)**	9

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	30	1	1	1	0	1	3	0	1	34
Dual Language										0
ESL	18	1	0	7	0	5	9	0	5	34
Total	**48**	**2**	**1**	**8**	**0**	**6**	**12**	**0**	**6**	68
Number of ELLs who have an alternate placement paraprofessional:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
SELECT ONE TBE										8	16	7	4	**35**
SELECT ONE ESL														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**8**	**16**	**7**	**4**	**35**

*EP=English proficient student

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	7	3	8	21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2	2	1	1	6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	5	9	4	9	27

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	17	7	6	35
Intermediate(I)										6	4		4	14
Advanced (A)										2	4	4	3	13
Total	0	0	0	0	0	0	0	0	0	13	25	11	13	62

NYSESLAT Modality Analysis

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	16		2	
Integrated Algebra		22		13
Geometry		8		0
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment		35		8
Physics				
Global History and		20		6
Geography				
US History and		10		4
Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   We review the data from our entering student's Spanish Lab scores to initially assess their native language skills. Our NLA teacher

conducts an entering assessment in class as well to determine what skills should be targeted or differentiaited for the NLA class. The ESL team meets to discuss the quantitative Lab results and qualitative NLA assessment to develop a plan for the students whoa re struggling in literacy. In addition, the results of Spanish LAB are shared with grade team and subject team members, so all ELL teachers have data. Instruction is then differentiated for all content areas. Instruction in content areas is targeted to allow strong NLA students to rely on their L1 for content access, books, translated materials, etc.. Students who struggle with literacy are encouraged as well to use their L1- but in a more accessible manner, through technology, video, audio, etc.. Instruction is also impacted as graphic organizers are provided to scaffold learning for those students scoring below ----60------ on the Spanish LAB. 28 of 62 Ells have a below 60% on the Spanish LAB, 17 of those who are at or below 40% on the Spansih LAb.

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

   Our NYSELSLAT results reveal the pattern of students performing better in listening and speaking modalities, and weaker in the reading, writing modalities. Our upper class students, grade 11 and 12, are generally stonger in their reading and writing skills. Our 9th and 10th grade students, who are mostly are newcomers test results show that literacy /reading writing needs to be stronger in both native language and English.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Our NYSESLAT results reveal a need for stengthening writing and reading particulary of our students. In order to support students across content areas, we have incorporated common reading and writing strategies, and similar models for reading and writing across curriuculum. Cross curricula paragraph structures are used. We have also designed instruction to build upon stronger modailites and use that as a scaffold for reading and writing activities.

4. For each program, answer the following:
   a. 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?

Our data reveals that our students pass the regents exams in their native language first and historically take the longest to successfully pass the English regents. As a result, we focused on bilingual math being our first course to be offered in our transitional bilingual program. Being that it is the course that requires the least amount of literacy in the native language, we have seen an increase in success for among our ELLs.

ELL periodic assessments and diagnostics support our cohort decisions throughout the school year. Based on progress and data, students are moved into the most appropriate settings for success. By analyzing our ELLs performance on period assessments in content areas in native Language and English, we have learned that we need to be consistent about how we assess our students in the language and format with how they will be assessed formally on state exams in june. We have begun normalizing this across content areas. Teachers discuss the period assessment of ELLs at grade and subject teams in order to communicate the goal of consistent assessment which also mirrors the mode of instruction.

In order to support teacher collaboration, school leadership provides the ESL team with common planning time once a week, and content teachers have an opportunity to have extended planning sessions with the ESL teacher.

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

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

   ELLs English language development is used in planning, creating, executing, and assessing instructional decision. Depending on a students proficiency level both in English and the native language, the teacher differentiates for access to content comprehension. In

addition, students are encouraged to process, synthesize, and demonstrate their content mastery in their native language transitioning to English with scaffolds. Building background in a students native langauge before closley working on any connet activity is fostered across curriculum. Our new bilingual program goal is to take tht even further. Students are encouraged to write and reply in their native langauge when they would like for expression.
Students are encouraged to use technology. In several courses ipads are provided as a in class resource for understanding tasks and key vocabulary.

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

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our Ells on multiple levels. We review their content area performance as well as their end of year exams. As an ESL team, we are creating Individualized Student Action Plans and will review them trimesterly in conjunstion with formal student assessments. Success is determined by measurable growth in…. NYSELSLAT, Regents Exams, Attaining of IAP goals.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)
Newly arrived students attend a welcome meeting with school paperwork, including the HLIS. An informal interview for the students and guardian is also conducted by a counselor, certified teacher. Once a HLIS indicates that a language other than English is the home language, students are adminstered the LAB-R by a certified teacher. In addition, if the student's langauge is Spanish, they are also adminstered the Spanish LAB as appropriate based on the LAB- R results. Within 10 days of enrollment, additionally, a family meeting is conducted to further assess the family and student's needs and history. The parent selection orientation is held and form completed. Families are also notified via mailed letter of entitlement of services based on the student's LAB-R performance.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In our newly enrolled family parent orientation meeting, within 10 days of enrollment, the parent orientaion video on the NYC DOE website is provided in language choice. Parents may discuss and questions as needed before completing the form in their lanaguge choice. Parents are also given contact numbers for NYC DOE for additonal questions that they may have if all attempts and questions could not be answered or followed up by us. :
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
All Parent Survey/Program Selection forms are stored in the yearly compliance binder. The ESL teacher works with staff to regualrly check ATS for ELPC screen completion.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
At the family orienation meeting, our ESL and TBE program are explained by the licensed teacher. All meetings are conducted in the language spoken by parents. Parents are also provided links or information about TBE programs from New York City if they

need further information.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   NYSESLAT exams are ordered early fall for the upcoming spring exams. Regular ATS reports are reviewed for an accurate ELL count and identification. All modalities of the NYSESLAT are administered to all ELLs, with the exception of students not present or available during this time period) The speaking section is conducted one on one in a private setting, with a recorded version for assessment as needed. The Listening section is conducted in small group settings. The reading and writing sections are conducted in a secure location. Flexible scheduling and cohorting allows this time to be as least disruptive to the student's content mastery in other subject areas. All secure forms and materials are signed and stored in a secure location. All other materials are accounted for and sent to the proper assessment location.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
   Parents have in the past consistently choose ESL programs. 100% of our parent selection forms have choosen ESL programs. In the last few months, all of our newly enrolled spanish speaking students/parents (5) have all chosen TBE - Spanish. Although it is always discussed as a beneficial option in the past, parents have not been excited about their child being in a school far from their home/community. As we can now offer the program on site, parents have all selected TBE. Our Arabic parents have all asked if our site offers a TBE, and we do not. They, as well, have been given information to investigate this beneficial option but expressed not wanting to travel to a different school. One parent this year asked about a newcomer school, as that is not part of the selection form. Reflecting on our parent selctions and interests, we are seeking to build better relationships with Arabic centers to help support or Arabic speaking students. We are also able to provide information and contact numbers for enrollment when parents would like to know more about new comer highschools as an option. We are now meeting with our conselor and those who conduce the intial parent interview to further discuss the international high school option and gather inforamtion from enrollmenmt.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our ELLs receive support in both pull-out and push-in in content areas. Those students in the NLA class are cohorted for their content areas as well, so that any additional teacher support is targeted.

Ells are cohorted into 2 groups: TBE - 9th and10th grade as bilingual cohort, 11th and 12th grade cohort traditional ESL schedule with a few students electing to take NLA as their elective.

Our program -- is heterogrnous and homogenous in ESL and NLA. Students work collaboratively and instruction is differentiated. Advanced and beginner Ss are often cohorted to receive targeted Enlgish instruction- based on needs determined by NYSELAST (beginners) NYSESLATs and ELA Regents (advanced)

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)?

ESL teacher pulls out for mandated hours based on NYSESLAT performance. Our school's ELL cohorting allows the students to receive the mandated hours in an organized manner- as indicated on their formal schedule from the first day of the trimester.
Bilingual Materials for Math are differentiated also based on NYSELAT - materials, projects, and homework assignments are delivered in either English or Spanish, depending on English proficiency and bilingual percentages.
Extended day allows for ELLs to meet all credit needs and mandated ESL hours.
Pull-out, academic writing course, provides targeted support for IEP and advanced students.
Push-in content support for 9th graders is also provided by a bilnugual or licensed ESL teacher to support transitioning students.
NLA meets 60 minutes daily. ESL students receive ESL instruction for a minimum of 180 minutes, 360 minutes, 560 minutes based on level indicated.

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

All Ell's have access to bilingual math which is CCLS aligned in both sections.
Push-in for 9th grade science with bilingual teacher to support students attaining content mastery.
Instructional methods used by content teachers include mulitmedia use, translated documents, glossaries, dictionaries, and the emerging practice of using i-pads to foster student independence and lifelong learneing strategies.
ELL students are held accountable for the same content mastery and culminating unit projects that are reflective of the CCLS. How they accomplish the tasks as well as their presentaion of their knowledge is differentiated, while being provided with additional support.

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

By analyzing our ELLs performance on period assessments in content areas in native Lanaguage and English, we have learned that we need to be consistent about assessing our students in the language and format with how they will be assessed formally on state exams in june. We have begun normalizing this across content areas. Teachers discuss the periodic assessment of ELLs at grade and subject teams in order to communicate the goal of consistent assessment which also mirrors the mode of instruction.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities are regularly built into all lessons of the content units as well as the steps in completing culminating unit projects. Group work also targets that all modalities are used in achieveing content mastery. Written projects are prefaced by collaborative conversations, accountable talk that is targeted for the written product. In addition, post project completion encourages all four modalities in presentation, discussion, group reflection, and reflection on projects.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.

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

Our instructional plan for SIFE students focuses on consistency in theme, strategies, classroom structure, routines, expectation, as well as sentence stems, graphic organizers and models across all content areas. Additional support is offerred in extended day.

Our newcomers receive the same supports as our SIFE students. In additional, there is extra time and suport for student acquisition of conversational English and US culture. Newcomers are buddied with other ELLs in our community.

Ells of 4 -6 years are accomodated by the design of our primary program given the fact that the majority of our ELLs lay in this population. At this language acquistion time for them, our goal to to help transitional and foster independent learning strategies.

All of our present long-term ELLs are also IEP students that continue to struglle with reading and writing. To address this issue, we have now incorporated writing clinics that support their IEP goals.

All former ELLs continue to receive their testing accomodations for the two years follwing their proficient score. In addition, teachers are aware of the former ELLs in their subject and team meetings and strategize for a way to support this group. Our former ELLs are also encouraged to participate in advanced English classes, including College Now.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
SWDs receive a specific targeted academic writing class for which the ESL teacher works with their content teacher and CTT teacher to accomplish their annual goals. Audio, leveled text, and multi-media access to content is given to students as they accomplish their content mastery.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
A/B day allows for flexibility in electives for academic enrichment periods built in the school day. We use grade and subject time meetings to discuss student needs and to create differentaited and scaffolded assignments - ESl and bilingual teachers work closely with content teachers.

Courses Taught in Languages Other than English

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

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

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

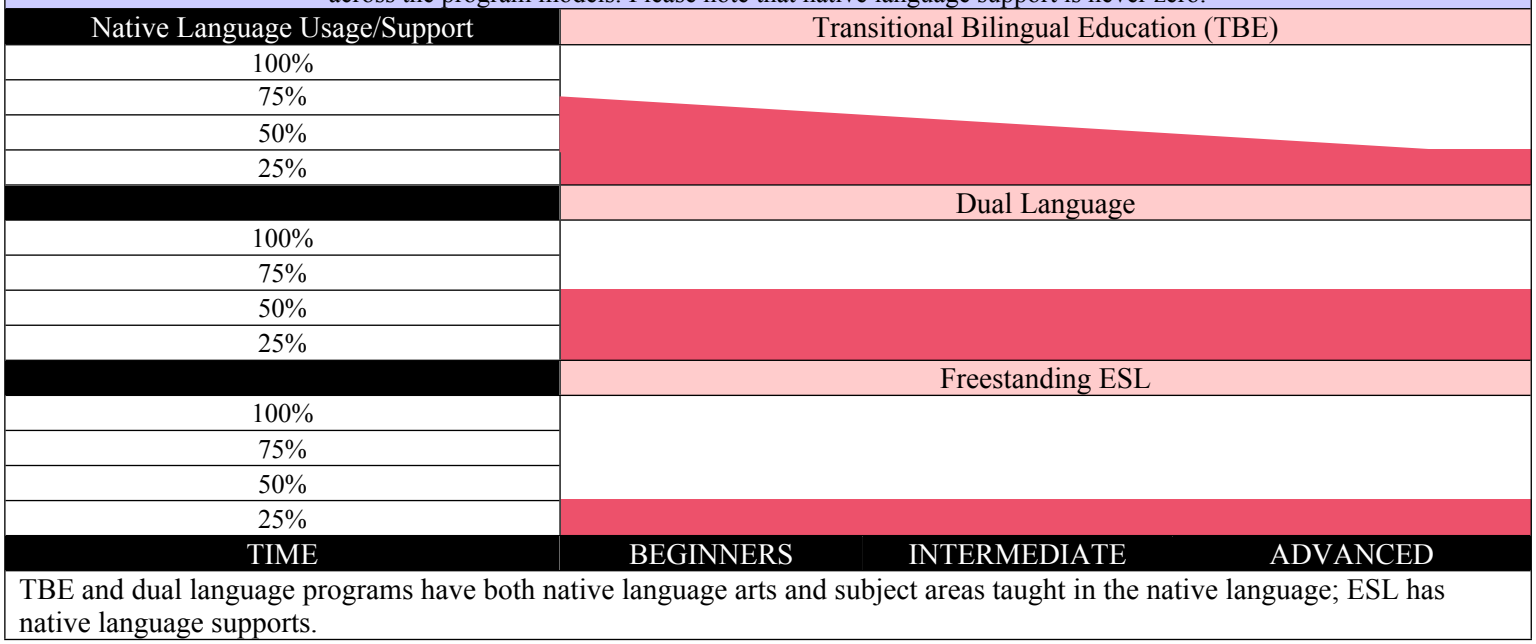
Courses Taught in Languages Other than English
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

   We have begun an extended day program using our additional credit grant. Based on Regents data, teachers are targeting specific skills and content. The program provides spanish speaking ELLs with additional support in their native language in science and history. Also, the NLA teachers provides afterschool support for English Regents preparation.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Based on last year's data, we saw that it was necessary for our students' success to provide a bilingual program. We have already seen that students are more vested in their content area classes when they have an opportunity to engage in the content in their native language.
11. What new programs or improvements will be considered for the upcoming school year?
    Our primary focus is to expand our bilingual program by hiring a bilingual science teacher and strategically programming so that we can have bilingual history.

12. What programs/services for ELLs will be discontinued and why?
    We have discontinued general extended day for general support to become targeted subject, teacher led classes.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    As we are a small school, with much teacher collaboration, ELLs are very much part of all community and school activities, trips, after school programs, arts. Ell students have been partnered with a bilongual artist to particpate in an animation, public art project. In addition, there is annual trip to an arts performance in Spanish. Ells are invited and do attend all subject team and grade level team school-wide trips.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    I-pads, computers, and differentiated texts are used.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    As described in detail above, native langauge is integrated into all content areas.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    In addition to what is described above, our ELLs are in age appropriate advisory group with native language speaking advisors that can respons to both the needs of the student and the families.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    We have an orientation in August. In additon, as most of our newcomers enter mid-year, we hold regular parent meetings and partner new students with other ELLs.
18. What language electives are offered to ELLs?
    Based on our programming, the NLA course fills the foreign language requirement.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. Professional Development and Support for School Staff

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

Our ESL certified teacher attends DOE sponsored professional development (SIFE, CCLS, any other applicable workshop. She also participates in outside professional development , for example; online series for technology such as TEQ. She maintains her NYS TESOL membership as well. Our school's math subject team participating in the Department of Education.

Our ESL teacher and network ESL coordinator have begun working together to provide PD time during history and science subject team meetings throughout the year.

D. Parental Involvement

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

We hold regular parent meetings specifically for ELL parents, focusing on their specific needs and goals. ESL and bilingual teachers are in regualr contact with Ell parents regarding academic success. Parents are invited to attend college fairs, specifically those for bilingual students with our school. We have started a relationship with a legal organization to support families with immigration concerns. In addition, we have partnered with El Puente and DYCD so that our students participate in their after school programs. Our bilingual counselor also speaks to families about preparing for college finanancially. The needs of our families are evaluated based on individual family conferences that are held throughout the year. From our parent meetings, the main concern of our parents is hoe they can best support their child learning engish and graduating high school and how they can get their child to college. In response, our parents are our school's partners in monitoring academic success and college fairs and workshops are provided (Latino College Fair, El Futuro…) Interpreters (Spanish and Arabic) are provided for Parent conferences.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K454 **School Name:** The Green School

Cluster: 1 **Network:** 103

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 and Arabic 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 as well as Arabic speaking community volunteers available for in school communication with students and their families during scheduled meetings.
- 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. As we have seen an increase in the Arabic speaking families, we are looking into purchasing computer software that provides higher quality translations of materials.

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. As of this year, we have secured other volunteers through partnering with students from the New School.

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Green School	DBN: 14K454
Cluster Leader: Douglas Knecht	Network Leader: Yuet Chu
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 25 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: We have seen that many of our ELL students need additional support in order to complete homework and study for regents exams. Knowing this, we have designed a Direct Instruction Supplemental Program to adress the needs in a variety of ways: • After-school enrichment taught by the ESL certified teacher (grades 9-12) will be held on Mondays and Tuesdays from 2:50-4:30 p.m. The program will focus on students developing lifelong learning skills of independent and small group study, supporting the skills of reading, writing, listening, vocabulary, grammar and conversation. Students will also receive content 'frontloading' through direct instruction of weekly topics in native language in regents history and science classes by the ESL teacher. Student progress in these courses also will be tracked. The content presented in the after school program is for courses that the ESL teacher does not push into during the day. The school will create a library or reading resources both that contains various level readers as well as native language and culturally appropriate texts. • Students that are designated as beginner or intermediate are allowed to complete projects in their native language and then translate them using internet sources with the support of the ESL certified teacher. We also offer students access to multiple computer-based programs during the afterschool program, so that they can get support from the ESL teacher including: • Rosetta Stone which is available on computers for students to support language acquisition • Castle Learning which is an online regents prep program that has assignments for all regent exams in English and Spanish.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider

Part C: Professional Development
Begin description here: Both our ESL teacher and our staff have expressed a desire to better service our ELLs. Our ELLs have struggled on regent exams. We hope that with increased PD, all staff members can incorporate strategies to increase student achievement. 1. Our ELL Teacher meets on the bi-weekly basis from 3-4pm with our Literacy and Math instructional coaches. During these meetings we discuss the strategies that coaches will share with departments. At the start of each trimester, (September, December and March), we will choose two new strategies to include. 2. Our ELL teachers has bi-monthly meetings scheduled with our network ELL specialist and will participate in several city-wide ELL related professional development sessions throughout the school year. 3. The ELL teacher provides teachers with strategies and graphic organizers through emails as well as during one on one meetings. 4. Staff members are attending various PDs for ELLs including the upcoming QTEL Training in Mathematics in conjunction with the network beginning in late November and continuing into January.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: In order to foster a sense of community, we truly try to make an effort to make sure that parents are welcomed into the community from the start. We hope that through activities that are accessible to all, families will see our school as a resource for learning and services. 1. Prior to the school year started, because the ESL teacher is new to our building, she reached out and introduced herself to all of the parents. 2. This year, our school is having several ELL trips to support their content area classes. Earth Science students will be visiting the Museum of Natural History. Global History students will be visiting the Metropolitan Museum of Art. The Biology students will be visiting the Botanical Gardens. During thsese students will be connecting their experiences with their class content, build english language skill sin pre, during, and post activities, and be experiencing american culture. The school is purchasing additional tickets so that parents are able to accompany students on these trips. During these trips, the ESL teacher will be using this as an opportunity to familiarize new comer parents with the public transporation system as well as free cultural events around the city.

Part D: Parental Engagement Activities
3. Our school is hosting several activities which support the students' cultures. We will be attending the Repertorio Espanol's production of La Tiempo Del Las Mariposas as well as Teatro SEA's spring production. We will also be offering latin dance classes to students (performance ballroom style) through Nieves Studio. A spring culture share will also be hosted by the students for their parents. There will be monthly parent meetings ,2012-2012 theme "You are your child's first teacher' ,(3rd Thursday of the month) that both cover topics and activities in which parents are proactive and partners in education as well as their own intereset in education and their child. We are creating a family bilingual library from which parents and students are encourages to borrow the same books to read and discuss at home. 4. During the parent orientation PA meetings and Open School Night, we have provided translation for non English speaking parents. Additionally for Open School night, we provide parents with questions that they can ask their student's teachers, in their own language. 5. This year, the College Counselor is hosting a special Financial Aid night in February specifically for students who may not be here legally or may need additional support with the FASFA process. Translation and interpretation services are provided to parents during this session.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials.		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		