



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: RICHARD R. GREEN HIGH SCHOOL

DBN (i.e. 01M001): 02M580

Principal: NIGEL PUGH

Principal Email: NPUGH@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: ROBERTO HERNANDEZ

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
Nigel Pugh	*Principal or Designee	
Jason Green	*UFT Chapter Leader or Designee	
Kowana Johnson	*PA/PTA President or Designated Co-President	
None	DC 37 Representative, if applicable	
Iridiane Cubias Melina Goodlet Menka Joshi Sonia Chen	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	CBO Representative, if applicable	
Evdoxia Darios	Member/ AP	
Darryl Zaontz	Member/ Teacher	
Gina Malanga	Member/ teacher	
Selina Serrano	Member/ Parent	
Claire Goll	Member/ Parent	
Debra Busacco-Parker	Member/ Parent	
Marsha Hughes	Member/ Parent	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 02M580

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	593	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	10	# SETSS	15	# Integrated Collaborative Teaching	68
Types and Number of Special Classes (2013-14)					
# Visual Arts	11	# Music	N/A	# Drama	N/A
# Foreign Language	14	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	69.1%	% Attendance Rate		86.8%	
% Free Lunch	81.9%	% Reduced Lunch		5.4%	
% Limited English Proficient	6.1%	% Students with Disabilities		23.7%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American		35.3%	
% Hispanic or Latino	58.3%	% Asian or Native Hawaiian/Pacific Islander		2.7%	
% White	1.7%	% Multi-Racial		0.2%	
Personnel (2012-13)					
Years Principal Assigned to School	4.18	# of Assistant Principals		2	
# of Deans	2	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		1.2%	
% Teaching with Fewer Than 3 Years of Experience	9.8%	Average Teacher Absences		5.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	64.4%	Mathematics Performance at levels 3 & 4		64.1%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		71.7%	
6 Year Graduation Rate	63.2%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The plan was targeted to meet some of the needs identified by the SED in their Spring 2012 visit			
Describe the areas for improvement in your school's 12-13 SCEP.			
Increase student-centered classrooms; standards-based curriculum map to develop writing; develop PD to support differentiation; increase the number of students completing 10 or more credits in the 9 th grade; increase parental awareness of the instructional program			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
I had been at the school for two weeks before writing the plan and did not know the school well. Some goals were unrealistic. Some of the thinking in the SED QR was low leverage (e.g. design a standards-based writing curriculum) or did not address the main needs of the school (e.g. the SED did not mention the lack of professional teams)			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
While there was a development of student-centered practices in many classrooms this was not evident on a daily basis in 25% of classrooms; the practice of developing student writing was evident in the classrooms of all 6 ELA teachers and was evident in one science and two social studies classrooms – The Regents passing in ELA went from 44.5% (2011-2012) to 75.5% (2012-2013); differentiation was evident in all of the six ELA classrooms but not evident across other disciplines; 9 th grade credit accumulation improved from 61.3% (2011-2012) to 70.6% (2012-2013) and a 9 th grade PPT was created; parental awareness showed an increase in the LES and both targets were met			
Were all the goals within your school's 12-13 SCEP accomplished?			Yes x No
If all the goals were not accomplished, provide an explanation.			
Student-centered instructional practices were not evident in 25% of classes on a daily basis by June 2013 – the goal was unrealistic and we needed to gradually address traditional practices and teach different practices			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			x Yes No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The main barrier will be in changing the school culture regarding student behavior. Current culture is one of referral – refer the student who misbehaves. We are challenging teachers to be part of a process of changing student behavior and teaching students specific skills (e.g. conflict mediation, anger management, communication with peers, standing up for bullied peers etc.) Even with quality supports, partnership and teachers having been trained, it takes time to change an ingrained culture. It is possible that student suspension data will not improve.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
ELLs – last year no ELLs passed ELA Regents – 2013 target 10% pass Lowest Third – average growth of 3% per student in NY Performance Assessment SWDs – 9 th and 10 th grade students increase 10 or more credits by 10% Black and Hispanic males – increase participation in after-school programs (SEO Scholars; Future Project; Mentor-Mentee; AIS) by 10% Accelerated students (Honor Roll) – complete two ELA enrichment projects during the year			
Describe how the school leader(s) will communicate with school staff and the community.			
The SCEP will be communicated in writing (weekly Green Markets), in meetings (grade team meetings and discipline meetings), in professional conferences (conference days, faculty conferences), through coaching (math and ELA coaches) and one-on-one as feedback to instruction			
Describe your theory of action at the core of your school's SCEP.			
When structures and practices are put in place to empower stake-holders (parents, teachers and students) capacity is built and stake-holders assume the values and rituals of the school community; this results in greater agency and ability/willingness to be accountable.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Leadership empowers groups of teachers in disciplines and in grades. Teachers empower students in student-centered			

classrooms. The school community empowers parents by inviting them into the professional dialogue and to become partners in their child's success.

List the key elements and other unique characteristics of your school's SCEP.

The key elements are around enhanced communication: communication between teachers on grade and discipline teams as they co-design student work and develop detailed profiles of each student's particular needs; the development of students' communication skills in reading and writing; communication between students within classes that leads to the co-construction of knowledge; communication with students with challenging behaviors and enabling them to more effectively communicate with peers and teachers; and communication with parents as we develop the home-school partnership.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Teachers are being trained to work in highly effective teams – they have been provided with facilitation, information-gathering, assessment and recording tools, they are seeing quality facilitation (and some are participating in facilitation and others will be trained to do this). As they develop an understanding of the power of teacher teams and build capacity as facilitators, it is hoped that they will transfer this knowledge and skill to their classrooms as they transform into facilitators of their students' groups.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school leader should ensure that the purposes and outcomes of each common planning meeting are documented. School leaders should attend these meetings to ensure that the focus of the meetings is central to improving instruction and student outcomes and is informed by the most current student data. School leaders should also monitor classroom instruction to ensure that strategies agreed upon are implemented in the classroom.

Review Type:	SQR	Year:	2012	Page Number:	6	HEDI Rating:	none
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader's vision		2.3 Systems and structures for school development
x	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The school community will be re-designed so that all teachers will be part of grade and discipline teams that meet during the school day (grade 3 X 1 hour; discipline 1 x 1 hour) and expectations will be made clear that teachers are responsible for the performance of their student cohort. By June 2014, four highly functional grade teams will be facilitated by teachers and will be engaged in distributed assignments designed to improve student performance. During May-June, the principal and leadership coach will attend two meetings of each grade team and assess functionality with a 4-point PLC rubric.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
 1. Teachers will: look at student work; look at teacher work; examine a range of student data; design specific academic and social-emotional interventions; engage students and family members; design CC-aligned curriculum; give feedback to curriculum under-design; use a strength-based model to talk about students; design specific student action plans; respond to issues of school culture and design/implement culture-building activities
- **Key personnel and other resources used to implement each strategy/activity**
 1. Each team will consist of: teachers on the grade, guidance counselor, supervisor and occasional invited personnel e.g. social worker, psychologist, leadership and writing coaches. SBO will take place to ensure C6 time is devoted to PLCs and a new schedule will be designed to provide 3 hours per week for grade-based PLCs and 1 hour a week for discipline-based PLCs. During the spring semester, the principal will provide per session for 5 teachers to meet after school twice a month for facilitative leadership training with the principal
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 6. By February 2014, each team will be facilitated by leadership and/or a teacher. Decisions, outreach and action plans will be logged and progress periodically reviewed. By March 2014 4 teacher-facilitators will have been identified and will commence facilitative leadership training with the principal and/or leadership coach. By June 2014, each team will be facilitated at least two meetings per week by a teacher-facilitator.
- **Timeline for implementation and completion including start and end dates**
 1. May 2013 SBO vote to provide time; May 2013 SBO vote to confirm new schedule; June 2013 teachers programmed by grade; August 2013 PD around grade teams; September 2013-January 2014 meetings facilitated by leadership; January 2014-May 2014 principal provides facilitative leadership to 5 teachers and facilitation is gradually transferred to teachers
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. PD time will be devoted to grade meetings in August; C6 professional time will be devoted to 3 grade team meetings and 1 discipline meeting (each is one hour) September-June; per session will be provided to 5 teachers who will participate in facilitative leadership training February-May 2014
 2. Resources to cover the cost of the New York City Writing Project (Title 1 Priority/Focus OTPS Activity Code R317)

Budget and Resource Alignment

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

X	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> Resources for teacher to facilitate grade teams meetings (Tax Levy – Per Session Job ID # GM0k6) 											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness		x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		X	PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI		x	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).											
School leaders should revise the Comprehensive Educational Plan (CEP) to include a schoolwide plan to improve achievement in ELA. The plan should include goals, actions, and timelines. School leaders should monitor the implementation of the CEP and periodically review its effectiveness.											
Review Type:	SQR	Year:	2012	Page Number:	5	HEDI Rating:	none				

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
x	3.2 Enact curriculum				x	3.3 Units and lesson plans					
	3.4 Teacher collaboration					3.5 Use of data and action planning					

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
The school community will focus on developing reading and writing. ELA teachers will design common-core aligned curriculum infused with UDL and supported by student-centered practices with a concentration on writing and reading. Units and lesson plans will be posted on-line and will include additional materials to support SWDs, ELLs and accelerated students. As a result, student performance (all students grades 9 and 10) will increase by 3% on the NYC ELA Performance Assessment by June 2014											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. ELA teachers will meet one hour a week in discipline meetings and 45 minutes a month in discipline meetings where they will: Examine EngageNY; share curriculum under-design; re-conceive curriculum using DoK; review on-line curriculum, post on-line curriculum; develop on-line curriculum that will support SWDs, ELLs and students who wish to accelerate; engage in inter-visitations and professional conversations after inter-visitations; use a protocol to look at student and teacher work and provide feedback. 4 ELA teachers and 3 special educators who support ELA will work with the NYCWP writing coach individually. One ELA teacher will co-teach an after-school class with the NYCWP writing consultant on writing once a week after-school from January 2014											
2. All teachers will participate in a Drop Everything and Read program 2 X 40 minutes a week where students will read self-selected texts from the classroom, school or city library or from a home text. Students may read conventional texts, digital texts, audio texts, graphic texts etc.											
3. All teachers will support ELA by becoming teachers and reading and writing. The NYCWP Writing Consultant will work with teachers from across the content areas in one-on-one consultancy, in the after-school 10 session writing workshop, and in grade teams to support the Drop Everything and Read program.											
4. AIS within the school day and after school, after-school tutoring and mentoring, Regents Prep and Saturday Academy will provide additional reading and writing support for target groups											
B. Key personnel and other resources used to implement each strategy/activity											
1. Principal, AP Instruction, ELA teachers, NYCWP Writing Consultant (2 days a week), special educators who support ELA and (DEAR) all teachers											
2. AIS teachers, NYU Students will provide in school AIS											
3. Achieve 3000 and Castle Leaning											

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

1. Development of student-centered classrooms; looking collaboratively at the development of student writing

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

- In August 2013, ELA teachers (this group includes the special educators who support them) will examine the common core shifts, the Danielson matrix, the citywide instructional expectations and the schoolwide instructional focus. By September weekly discipline meetings (1 hour per week) and monthly discipline meetings (45 minutes per month) will have been scheduled. By October the ELA team will have investigated EngageNY. From November 2013-June 2014 ELA teachers will: look at student work with a protocol; look at teacher work with a protocol; posted on-line curriculum; reviewed and revised existing curriculum to infuse with common core practices, DoK, UDL and align with the shifts. NYCWP Writing Consultant will provide two days of coaching per week September-June. Consultant plus one ELA teacher will design and facilitate a 10 session (each session is 90-minutes) after-school writing course January-April 2014.
- In June 2013 classroom libraries were developed for 25 rooms. In August 2013 all teachers were trained in DEAR. On-going DEAR training will be provided to teams (on request) by NYCWP Writing Consultant.
- AIS after-school will start in November, in-school in December, after-school tutoring and mentoring and Saturday Academy will commence January 2014

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

SBO has been used to provide 62-minutes of meeting time during the week and the contractual monthly meeting will be set aside for disciplinary team work. NYCWP Writing Consultant will provide two days a week throughout the year. This consultant plus one ELA teacher will design and facilitate an after-school 10 week writing course for all teachers (ELA teachers will be encouraged to join) and participants will be paid the instructional rate – January-April 2014. Program was redesigned in May 2013 for September 2013 to include two 40-minutes slots each week for DEAR. Teachers were trained in this program in August 2013 and ongoing training is available from the NYCWP Consultant.

Resources for the New York City Project Cost (Title I Priority/Focus OTPS Activity Code R317)- NYCWP Writing Consultant will provide two days of coaching per week September-June. Consultant plus one ELA teacher will design and facilitate a 10 session (each session is 90-minutes) after-school writing course January-April 2014.

Resources for teachers to attend writing workshop (Title I Priority/Focus – Trainee per session Job ID #GNN67) - All teachers will support ELA by becoming teachers and reading and writing. The NYCWP Writing Consultant will work with teachers from across the content areas in one-on-one consultancy, in the after-school 10 session writing workshop, and in grade teams to support the Drop Everything and Read program.

Resources for per session for academic intervention services after school and Saturday tutoring and Regents preparation (Title I Priority/Focus Job ID #GNN5V, GNN65, and GNN5U) - AIS after-school will start in November, in-school in December, after-school tutoring and mentoring and Saturday Academy will commence January 2014

Resources to facilitate Book and Art Club (Title I Priority/Focus Job ID # GNN5S)- The school community will focus on developing reading and writing. AIS within the school day and after school, after-school tutoring and mentoring, Regents Prep and Saturday Academy will provide additional reading and writing support for target groups

Budget and Resource Alignment

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

	PF Set Aside		Tax Levy	x	Title IA		Title IIA	x	Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Resources for per session for academic intervention services after school and Saturday tutoring and Regents preparation (Title III Job ID # GMHWQ & GMHWR, Tax Levy Job ID # GN2N1)

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

School leaders should provide PD to introduce teachers to a wider range of student-centered instructional strategies that can be used in the classroom to ensure greater student participation in the learning process. Teachers should be expected to implement these strategies, and school leaders should monitor the effectiveness of the implementation and provide targeted feedback and additional PD for teachers when necessary.

Review Type:	SQR	Year:	2012	Page Number:	3	HEDI Rating:	none
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The school community will work toward making the school-wide instructional focus a reality in most classrooms. By June 2014, 30% of classes will exhibit a wide range of student-centered instructional strategies daily while occasional student-centered instructional strategies will be evident in the remaining 70% of classes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Teachers were provided with a series of school-designed documents and professional articles that will support this goal including: School-wide Instructional Focus; School-wide Grading Policy; Classroom Guidelines; Instructional Focus Template; Evidence of Learning Tool (one is blank for teacher use while one has been filled in with examples from the Danielson rubrics) for documenting student work during class; three professional articles on student-centered environments/student choice/student culture. PD will be facilitated during August and November Conference Days, and during the after-school Faculty Conferences (11/21, 11/18 and 12/9) which includes reading and responding, jigsaw reading and trying out tools in class in preparation for professional discussions. PD development included working with teachers in collaborative teams working on inter-dependent assignments, purposefully designed team and flexible teams together with reflective work around teaming and collaboration. This work will continue through the year during Conference Days, Faculty Conferences and Department Conferences.
2. UDL training was provided by the Assistive Technology team to all teachers (1 hour) and to the 9th grade team (1 hour) in August to facilitate the understanding of UDL and the use of assistive technology.
3. During Grade Team Meetings, teachers will present student and teacher work using a protocol. Feedback will be given
4. Commencing October, teachers will visit peers' classrooms and have professional conversations around their learnings. In December, all teachers will be given time and an inter-visitation schedule, note-catcher sheet to gather low inference data and a series of prompts. Information will be collected the week commencing 12/2 and the Faculty Conference 12/9 will be devoted to professional conversations in response to prompts. This will be repeated in March and June.
5. The school librarian/media specialist will join grade teams (by invitation) to provide support for curriculum under-design/research fiction and non-fiction texts at multiple levels (text being traditional, graphic, audio, digital) that will enrich the curriculum and may be used in addition to classroom instruction (on-line individual and targeted instruction). Emphasis will be on texts representing diverse cultures, responding to student interest, in English and additional languages and at a variety of lexile levels. This will be supported by a pilot program that gives all teachers access to all the resources of the NYC Public Libraries. Teachers will be trained to use this program in August by a representative of the Public Libraries.
6. During grade team meetings, time will be set aside for co-planning with special and general educators and a Common Planning Tool (Murkowski 2007) will be used to co-plan. Grade teams will do fish bowl activities to demonstrate how co-planning works and to generate discussion. The Leadership Academy intern will design and facilitate PD for the instructional support team in November on using the Murkowski tool
7. Math Coach will work with algebra to infuse common core practices (an exploratory component) and awareness of the Danielson template.
8. The Future Project will work with volunteer students after-school to work on student agency and collaboration.

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

1. Principal, AP and two leadership academy interns will create the school-designed documents and will be joined by the AP Instruction and the NYCWP Consultant in the design and facilitation of PD
2. NYC DoE Assistive Technology Team
3. All teachers
4. All teachers
5. School Librarian/Media Specialist and Public Librarian
6. Leadership Academy Intern, supervisors, and all teachers
7. Math Coach from the Common Core Institute
8. Future Project Dream leader

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Using the Danielson rubrics, teachers should move during the year toward effective and highly effective on 1B, 1D, 1E, 2A, 2B, 3C, and 4D Curriculum and pedagogy will be designed to meet the needs of all types of learners. By June 2014 there will be evidence of UDL in design and implementation and of increased student participation and performance. Curriculum and pedagogy will develop to increase student-to-student interactions and collaborative learning, student choice and diverse cultures. This will increase student participation and performance
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> August 2014 new materials will be designed and PD will introduce them to teachers; this will be continued in the after-school Faculty Conferences and the November 5th Conference Day. Work will continue throughout the year. UDL training will be provided in August. Strategies 3-6 will be year long (with the inter-visitations starting for some in October and all in December)
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<p>Three Conference Days (August and November) will be used, 8 faculty conferences will be used, and an unspecified number of grade team meetings and discipline meetings will be used. The NYCWP Consultant will support the work.</p> <p>Resources when teachers attend outside professional development (Title I Priority/Focus Activity Code GNN68)- Commencing October, teachers will visit peers' classrooms and have professional conversations around their learnings. In December, all teachers will be given time and an inter-visitation schedule, note-catcher sheet to gather low inference data and a series of prompts. Information will be collected the week commencing 12/2 and the Faculty Conference 12/9 will be devoted to professional conversations in response to prompts. This will be repeated in March and June.</p> <p>Resources to cover the cost of The New York City Writing Project (Title I Priority/Focus – OTPS code R 317) - All teachers will support ELA by becoming teachers and reading and writing. The NYCWP Writing Consultant will work with teachers from across the content areas in one-on-one consultancy, in the after-school 10 session writing workshop, and in grade teams to support the Drop Everything and Read program.</p>

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> Purchase library books to expand library resources (TL NYSTL Library OTPS Activity Code TLS2) 											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
At my school there is a person or program that helps students resolve conflicts. (6.5) <i>Learning Environment Survey, 2012-2013, Student Survey</i>			
Review Type:	LES	Year:	2013
		Page Number:	10
		HEDI Rating:	N/A

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.		
	5.2 Systems and partnerships	x
	5.4 Safety	X
	5.3 Vision for social and emotional developmental health	
	5.5 Use of data and student needs	

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
The school community will develop structures, interventions and practices to work effectively with students with challenging behaviors that will

result in a reduction in Principal's Suspensions by 5% By June 2014

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

: Program Description:

1. Develop a Peer Mediation Center. Two trained teachers will select and train peer mediators and will open a Peer Mediation Center in January 2014.
2. Implement Peer Leadership Program – one trained teacher (ADL Peer Leadership Training) will work with 25 trained Student Leaders to combat bias and to create a positive school culture by designing events outside the school day and infused into Advisory and/or ELA and health
3. Develop response to intervention through Restorative Justice Circles to support SWDs and general education students who are in conflict – facilitated by teachers and/or dean
4. Develop a new advisory program and provide teacher-advisors with curriculum and support.
5. Develop a Peer Mentoring Program (Mentor-Mentee or M and M). Student mentors identified and trained in December 2013 and mentees identified and recruited in January 2014.
6. Grade teams will be configured to look at IEPs and to host IEP meetings. Social worker, instructional support specialist, guidance counselor and psychologist (occasionally OT and PT) will join grade teams when appropriate to share and gather information, co-design strategies, look at behavioral assessment and design behavior implementation plans

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

1. Two trained teacher peer mediators; 8 trained student peer mediators; a room that can be used for Peer Mediation; per session for two teachers to recruit and train students after school
2. Two trained teacher peer leaders; 25 trained student peer leaders; advisory program 3 days a week for 40 minutes that gives peer leaders the opportunity to facilitate learning opportunities for peers; per session for two teachers to design learning opportunities with the trained peer leaders after school
3. Train two teachers in Restorative Justice utilizing a grant opportunity provided by the Office of Safety and Youth Development (OSYD); per session for teachers to design protocols/policies and to facilitate the program after school
4. Develop a partnership with Overcoming Obstacles (provided by a grant – resource materials and professional development); training rate to train 8 teachers in August; design a new schedule to provide 3 X 40 minute advisory slots per week; provide on-going support during grade teams throughout the year (NYCWP Consultant). All teachers and the three guidance counselors will be trained.
5. One teacher and one supervisor will use the grade teams to identify student mentors and mentees; per session for one teacher to train mentors after school and to facilitate a mentoring program after school two days a week December-June.
6. Grade teachers, social worker, instructional support specialist, guidance counselor and psychologist (occasionally OT and PT).

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

1. By December 2013, the trained teacher peer mediators will have selected and trained 8 peer mediators and by January 2014 they will have set up a peer mediation center
2. By December 2013, the trained teacher peer leaders will have convened meetings with peer leaders and designed one advisory learning

opportunity. By February peer leaders will have been into 10 advisories. Additional learning opportunities will be designed and facilitated throughout the year.

3. By April 2014 two teachers will be trained in restorative justice and will design a program to be operational in September 2014
4. By April 2013 a new schedule will be designed and approved by 60% of UFT members and be operational in September 2013. In June, July and August, Overcoming Obstacles will work with 8 teachers and supervisors to design an advisory program tailored to the needs of Richard R. Green 9-12th grade. The 12th grade program will have additional input from the senior guidance counselor

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

5. By December 2013, the trained teacher peer mediators will have selected and trained 8 peer mediators and by January 2014 they will have set up a peer mediation center
6. By December 2013, the trained teacher peer leaders will have convened meetings with peer leaders and designed one advisory learning opportunity. By February peer leaders will have been into 10 advisories. Additional learning opportunities will be designed and facilitated throughout the year.
7. By April 2014 two teachers will be trained in restorative justice and will design a program to be operational in September 2014
1. By April 2013 a new schedule will be designed and approved by 60% of UFT members and be operational in September 2013. In June, July and August, Overcoming Obstacles will work with 8 teachers and supervisors to design an advisory program tailored to the needs of Richard R. Green 9-12th grade. The 12th grade program will have additional input from the senior guidance counselor

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

Two teachers will be trained using a grant from OSYD to set up a Peer Mediation program. A room will be provided to house the Peer Mediation program
 Two teachers and 25 students will be trained by the Anti-defamation League (ADL) to design and facilitate learning opportunities with peers that address issues such as bullying, racism, sexism, teen relationships etc.
 Resources for teacher to facilitate Peer Mediation (Title I Priority/Focus per session Job ID # GNN6A- Develop a Peer Mediation Center. Two trained teachers will select and train peer mediators and will open a Peer Mediation Center in January 2014.
 Resources for teachers to facilitate Peer Leadership (Title I Priority/Focus per session Job ID # GNN6B) - Develop a Peer Mediation Center. Two trained teachers will select and train peer mediators and will open a Peer Mediation Center in January 2014.
 Resources for teacher to facilitate Mentor Mentee (Tile I priority/Focus per session Job ID #GNN6C) - Develop a Peer Mentoring Program (Mentor-Mentee or M and M). Student mentors identified and trained in December 2013 and mentees identified and recruited in January 2014.
 Resources for teachers to facilitate Restorative Justice Circles (Title I Priority Focus per session Job ID # GNN69) - Develop response to intervention through Restorative Justice Circles to support SWDs and general education students who are in conflict – facilitated by teachers and/or dean

Budget and Resource Alignment

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

X	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Resources for teacher to facilitate Peer Mediation (TL per session Job ID # GMOK4)
- Resources for teacher to facilitate Mentor Mentee (TL per session Job ID #GNCXK)

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

How often this school year have you been invited to an event at your child's school (workshop, program, performance, etc.)? (3.8) Learning Environment Survey, 2012-13 Parent Responses

Review Type:	LES	Year:	2013	Page Number:	6	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The school community will create a sense of partnership between home and school by increasing teacher outreach to family members and increasing family members' access to school teams to increase student attendance and performance. Parents will be invited to events and a Parent Newsletter will be created and sent out monthly from January 2014. The number of teacher outreach phone calls and the number of family member visits to the professional teams will increase by 10% by June 2014.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Develop accountability - advisors will reach out to families regularly by phone to address: attendance, cutting, academic challenges, IEP conferences, positive feedback, attendance at student performances, AIS and enrichment opportunities etc. Outreach will be logged.
2. Design a spring event – after-school event targeted at family members of students who are failing two or more subjects - *How Can I Help My Child?* Dinner will be provided and a translator will be engaged. Family members will choose from a menu of Proven Family Strategies and select one or two strategies to build into their family routine. Participants will discuss their plans with peers and each will leave with an individual family plan in place.
3. Enhance outreach - Guidance Counselors will reach out to parents of students who have failed two or more subjects after each of the four marking periods and ask them to visit with the professional team.
4. Develop practices and design structures to talk about students - Professional teams will design one Kid Talk session each week using a strengths-based model. Talk will be information-rich enhanced with a student self-assessment, teacher assessments, IEP information and other data (ESL level, reading and math levels, attendance and lateness, student work samples, Jupiter Grades, scholarship report, in-school assessments, unit tasks, performance assessment data, Regents, anecdotal etc). Students and their parents will occasionally be invited from conferences or Quality Circles.
5. Invite parents to learn alongside their children - Parents will be invited in for workshops in Spanish and English at intervals during the year that will focus on career and college preparedness, selecting colleges, financial aid and supporting ELLs.
6. Grade teams will have access to Jupiter Grades and will provide parents with access/show them how to use the system – this will allow

parents to monitor child's progress and fosters open communication with teachers.

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

1. Supervisors, teacher-advisors and guidance counselors
2. Sports and Arts will be the partner to support item 5 above

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

1. Family members will know the teacher-advisor well; the teacher-advisor will document outreach, will become a support to parents, will show parents how to use Jupiter Grades, read a transcript and a report card, and will develop a home-school partnership that is built on frequent information-rich communication
2. Family members of our most vulnerable students will be exposed to strategies that work and will design a family-specific plan to support their child's success at home.
3. Family members will hear from the entire team and will be able to add their perspective – what they know about how to motivate their child. Conversations will be built around supporting the child's performance
4. Guidance counselors have tools to facilitate a strengths-based and information-rich model; leadership models how professional conversations take place and teach how to develop this language.

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

1. This is all year long
2. The event will take place in late February
3. This will happen at each of the four marking periods
4. This will take place one hour a week during the whole school year.

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

Teachers will be configured in grade teams and an advisory program will be created

For item 5, our teachers will design specific workshops

Resources to provide parent workshops facilitated by teachers (Title I Priority/Focus per session Job ID #G01LH) - Invite parents to learn alongside their children - Parents will be invited in for workshops in Spanish and English at intervals during the year that will focus on career and college preparedness, selecting colleges, financial aid and supporting ELLs.

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy	X	Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Annual cost for Jupiter Grades subscription (Title I SWP OTPS Activity Code TWBS)
- Resources for parental outreach (Title I SWP OTPS Activity Code TW5T & Tax Levy Activity Code SF7B)

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	Tutoring	Small groups	After school, during the school day
Mathematics	Tutoring	Small groups	After school, during the school day
Science	Tutoring	Small groups	After school, during the school day
Social Studies	Tutoring	Small groups	After school, during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	9 th grade team meeting 10 th grade team meeting 11 th grade Team Meeting 12 th grade team meeting	One-to-one	During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.

When a future vacancy is anticipated, we actively solicit through existing networks (principal email list, network HR, RGHS teachers), partnership organizations (Institute for Student Achievement) professional partnerships (New York City Writing Project), teacher graduate programs, when applicable, (Adelphi, NYU, Teachers College, Queens College, Hunter College, Brooklyn College), New Teacher Finder and Teacher Fellows Program.

Dual licensing in special education and content area is a plus.

First year teachers receive mentoring from NYCWP Consultant. Many professional development opportunities addressed above.

Applicants do a group interview to enable us to see their inter-personal and collaborative skills (step 1) and successful applicants to an individual interview (step 2) with an interview committee.

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).

Activities include the professional development opportunities mentioned in detail above.

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.).

Federal, State and Local funds are coordinated and integrated to provide programs and support students in academics as well as socially and emotionally. The school is providing the students in Temporary Housing with gym uniforms and instructional supplies. Various social/emotional programs, Peer Mediation, Peer Leadership, Restorative Justice Circles and Mentor/Mentee, were created to encourage positive behavior and conflict resolution

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.

Teachers met in August 2013 to discuss MOSL selections and these were shared with faculty in late August. After discussions some changes were made in response to teacher requests. Teachers continue to participate in PD offered by the network and cluster and have brought this PD into the grade and discipline teams.

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).

Parent Involvement Policy (PIP) Template

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);

**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 02	Borough Manhattan	School Number 580
School Name Richard R. Green High School of Teaching		

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 Nigel Pugh	Assistant Principal Jackie Mayol
Coach type here	Coach type here
ESL Teacher Karla Nolasco, ESL Teacher	Guidance Counselor Seth Artz
Teacher/Subject Area	Parent Selina Serrano
Teacher/Subject Area	Parent Coordinator Lisa Morales-Miley
Related Service Provider	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 <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> 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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	621	Total number of ELLs	33	ELLs as share of total student population (%)	5.31%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										3	3	0	0	6
self-contained										3	2	1	1	7
Total	0	0	0	0	0	0	0	0	0	6	5	1	1	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	18
SIFE	5	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	23

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										0
Dual Language										0
ESL	3	2		7	0	3	23		15	33
Total	3	2	0	7	0	3	23	0	15	33

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*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	
	EL	EP	EL	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

**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
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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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										17	11	2		30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	18	12	2	1	33

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)													1	1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										8	6			14
Advanced (A)										10	6	2		18
Total	0	0	0	0	0	0	0	0	0	18	12	2	1	33

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

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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (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
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	1	0	0	0
Integrated Algebra	13	0	1	0
Geometry	1	0	1	0
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3	0	0	0
Physics				
Global History and Geography	2	0	1	0
US History and 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.
ELLs literacy skills are assessed using the LAB-R and the Spanish LAB for the Spanish speaking students. Based on the results of the LAB-R, which indicate their initial proficiency level, students are programmed for instruction. Every year, students are assessed using the NYSESLAT and are programmed according to the NYSESLAT results. Teacher created assessments are utilized to assess literacy. The assessments indicate that students need to continue to develop their reading and writing skills. Therefore, literacy development in all classes for all the students is one of the school's initiatives this year and part of the instructional plan. Additionally, the school will purchase the reading and writing program, Achieve 3000, to help support reading and writing development. In addition, to listening and speaking, the ESL teacher emphasizes the development of reading and writing skills in her classes.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data pattern across proficiency levels reveal that the majority of ninth graders are progressing faster in speaking and reading than in listening and writing. The majority of tenth, eleventh and twelfth graders are progressing faster in listening, speaking than reading and writing.
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](#))
The RNMR report is not currently available.
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?The data pattern across proficiency levels reveals that ninth graders are progressing faster in speaking and reading than in listening writing. The majority of tenth, eleventh, and twelfth graders are progressing faster in listening, speaking, and reading than writing. Students have chosen to take the Regents exams in English although they have been provided with the accomodation of taking the exams in their native language. Periodic assessments in English indicate that ELL students need further support and practice in the development of reading, writing and listening.
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.](#))
Question does not apply to our school.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher collaborates and shares her expertise with content area teachers during content and grade team meetings to develop curricula and look at student work. The ESL teacher works with content area teachers to modify curricula and infuse them with Univeral Design for Learning (UDL) and provide different lesson entry points to make content comprehensible. Students are provided with language support when necessary.
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?This question does not apply to our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate student success by measuring student growth in all four language modalities, reading, writing, listening and speaking as shown on the NYSESLAT and progress in all academic classes and performance on the Regents examinations as well as graduation. The most recent scores on the RLAT results show that the majority of our students scored either advanced or intermmmediate on the NYSESLAT. Only one student shows at the beginning level. Seven students scored proficient on the NYSESLAT in the spring of 2013.

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](#).) The assistant principal reviews all list notice information to identify ELL students articulating to the school in September. A student/parent orientation meeting is scheduled for all articulating students prior to the end of the school year. The assistant principal monitors ATS reports throughout the school year to identify other possible ELL students newly enrolled to the school. Similar orientation workshops are provided when necessary. The assistant principal uses appropriate ATS reports to identify NYSESLAT results to identify student programming needs. In order to initially identify possible English Language Learners, the following steps are taken. This process which starts at the beginning of the school year is on-going. Parents of all students who are newly admitted to the New York City public school system and those students coming from Parochial or private schools complete the Home Language Identification Survey (HLIS). In conjunction with administering the HLIS, an informal interview in their native language and English along with a formal initial assessment is conducted by the certified English as a second language (ESL) teacher/coordinator, Karla Nolasco or a licensed AP, Jackie Mayol who is also licensed in ESL. Depending on the results of the HLIS and the interview, the Language Assessment Battery-Revised (LAB-R) and the Spanish LAB for the Spanish Speaking students is given within 10 school days to those students who are eligible. The ESL teacher, Karla Nolasco administers the LABR. The ESL teacher speaks both English and Spanish. Parents and students are provided with native language support during the intake process. For example, they are given the HLIS, programs brochure, and parent choice forms in Every spring during the months of April and May, all ELLs are evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. Once a student had been identified as an ELL, the student's parent/guardian is given an informational guide in their home language about the important points of selecting a program for students learning English as a second language. At this time, the ESL teacher Karla Nolasco or the Assitant Principal, Jackie Mayol give parents information about Transitional Bilingual, Dual Language, and Freestanding ESL Programs. Parents are shown the orientation video to inform them of the program choices available (Transitional Bilingual Education, Dual Language, Free Standing ESL) to them. They are given a Parent Survey and Program Selection Form in English and their home language. Next, parents are given time to read the information, ask questions, and complete the forms. If additional time is needed, parents are asked to return the form the following day. Parent Survey and Program Selection Forms are stored in the students' cummulative folders. Parents understand that they have the option of transferring their child to a school where their program of choice is offered. The school maintains an account of parents who request either the Transitional Bilingual program and the Dual Language program and is willing to start a program as soon as we reach the required number. The ELL coordinator and the Assistant Principal and necessary support staff provide outreach to ensure all parents return required forms. For those parents seeking Transitional Bilingual Education or Dual Language Programs, the assitant principal assists parents (with appropriate translators when necessary) in making appointments with the appropriate DOE program placement personnel. If a Bilingual Program or Dual Languege program becomes available in the school, the ESL teacher, Karla Nolasco, the parent coordinator, Lisa Morales and the Assistant Principal, Jackie Mayol will conduct outreach to parents to inform parents who have chosen Transitional Bilingual and/or Dual Language program that the program is available in the school.
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](#)].) During the fall, both entitlement and non-entitlement lettes are distributed to parents of ELLs. The letters are mailed to students' homes. The entitlement letters are maintained in a file drawer in the Assistant Principal's office. Parents Survey and Program

Selection forms are maintained in the students' cumulative folders. Parents complete the Parent Survey and Program Selection form during the initial intake process and forms are collected. The ELL teacher and the Assistant Principal and necessary support staff provides outreach to ensure all parents return the required forms not previously returned.

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.
The ESL teacher and the Assistant Principal distribute entitlement letters to parents. Continued entitlement letters are maintained in a file drawer in the Assistant Principal's office. The students are placed according to parent choice on the Program Selection form. Every fall, parents are invited and encouraged to attend an orientation session for parents of ELLs. Letters are sent home and phone calls are made to inform parents and students about the importance of attending this orientation. At this orientation session, the Assistant Principal, ESL Coordinator and Parent Coordinator review the information that was previously disseminated, answer any questions that the parents may have about program selection or students who are learning English as a second language, ensure parents understand the transfer option if their program of choice is not available in the school. The program models offered are aligned with parent request.
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.
In order to ensure that all ELL students take the NYSESLAT, ELL students are identified using ATS reports such as the RLER and RLAT. The ESL teacher, Karla Nolasco administer the exam to students. In order to ensure the four components of the NYSESLAT are administered, a schedule is created so that students can take each section of the NYSESLAT on a separate day. Those students who do not take a section because they are absent are given the opportunity to take the test during one of the make up days. Parents notification letters (in English and the student's/parent's native language) are sent home to inform parents that the students will be taking the NYSESLAT and the importance of taking it. Additionally, a phone master message is sent to the student's home a few days before the test to remind parents that the students will be taking the test. The ESL teacher, parent coordinator and the administration conducts parental outreach to ensure students are present to take the test. Furthermore, the staff is informed about the ELL schedule test dates so they can accommodate their instruction accordingly.
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. 
For the 2011-2013 school years, all ELL-entitled students and their families chose to remain in the ESL only program at Richard R. Green. For the 2008-2009 school year, two students chose to leave the school so that they may attend a Dual Language program not provided at our school. For the 2007-2008 school year, one student chose to leave the school for a Dual Language Program. Approximately 99% of the students and their families choose to remain at Richard R. Green in our ESL only program. The parents express their belief that their children have foundational English Language abilities and are best served in a program that immerses students in English language, yet provides support via the ESL classes. This view is supported by the fact that 97% of our entitled ELL students are identified as either Intermediate or Advanced according to the most recent NYSESLAT results. The program models offered are aligned with parental requests. For those parents seeking Transitional Bilingual Education or Dual Language Programs, the assistant principal assists parents (with appropriate translators when necessary) in making appointments with the appropriate DOE program placement personnel.

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])?

Richard R. Green has a free-standing ESL program and push-in ESL program which offers ESL services to students based on their NYSESLAT/LAB-R results. Advanced and intermediate students are offered instruction in a push-in model. The ESL teacher pushes into English classes. The ESL teacher works collaboratively with the English teachers to write curricula and plan instruction. Intermediate and beginning students receive instruction in the self-contained model as well as the push-in model. The students in grades 9 and 10 are blocked and travel together. Students are heterogeneously placed.

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)?

In a effort to ensure that the mandated number of instructional minutes is provided, a review of students' schedules is conducted and mandated minutes of instruction in each student program are verified. Changes are made in students' programs if required. Intermediate ELLs receive the mandated 360 minutes per week of ESL instruction. Advanced-level ELLs receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. Beginner students receive an additional 90 minutes (for a total of 540 minutes) of ESL instruction. The ESL service is provided by our certified ESL teacher in a self-contained environment and push-in model. Initially, the students are placed according to LAB-R scores and NYSESLAT scores. Students receive instruction in the following content: ESL, English, Math, Social Studies, Science, Art, and Physical Education. Entering 9th grade students are grouped and placed according to NYSESLAT scores. The length of time in an English speaking program is taken into account. Once in the program, placement is adjusted according to the student's proficiency in English and in accordance with ELL related mandates. Instruction is delivered using English as a Second Language Methodologies. Native language materials such as glossaries and bilingual dictionaries are provided for students. The school does not offer a bilingual program; therefore, the program does not offer native language instruction.

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 content area teachers are aware of ELL student status and educational needs based on the NYSESLAT results, and consultation with the ESL teacher. Argumentative writing, non-fiction reading, academic vocabulary, listening and oral language development are taught in the different content areas. In order to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards, differentiated instructional methodologies which incorporate ESL strategies will be employed to address both those students needing further support and those ready for advancement. Individualized learning plans are developed for each student to establish current level of performance, set goals and establish

progress throughout the year. Content area teachers are aware of each ELL student's home language and culture and attempt to make connections to content to establish a sense of familiarity, belonging and community. All content area teachers incorporate skills based learning strategies into their lesson, including literacy based instructional strategies such as the use of context clues, sentence structure, vocabulary development, decoding skills, and skim and scan skills. Cooperative learning and peer tutoring small group instruction are tailored to the specific needs of students. There is an increased focus on metacognitive skills and strategies and increased use of scaffolded glossaries. All classrooms are equipped with Smartboard technology allowing for interactive lessons, visual support of content specific language and audio accompaniment. Instructional approaches and methods used to make content comprehensible to enrich language development include: the infusion of ESL methodology in content area instruction, infusion of all four language modalities, listening, speaking, reading, and writing in all classes, use of cooperative groups, analyzing assessment data to inform and improve instruction, utilization of appropriate instructional materials, the use of native language support, and native language materials. Glossaries, bilingual dictionaries, and Achieve 3000 with Spanish support are used in the program.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
When possible, student native language and literacy skills are used as a foundation for second language acquisition. For example, the use of cognates and use of the native language for expression and understanding. Students first language is validated when student are given the opportunity to express themselves in the native language if needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher designs lesson plans that target all four modalities reading, writing, listening and speaking to provide students with the opportunity to read, write, listen and speak. There is on-going teacher assessment through writing prompts, guided reading, oral discussions, exit slips, summaries, quizzes, exams, projects, and oral presentations.
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).

ELLs in US schools less than three years (newcomers) are placed in a program based on the Parent Survey and Program Selection Form. If the parents select ESL, these students are then placed in the appropriate freestanding ESL classes based on their LAB-R scores and initial assessment. Both newcomers and SIFE will partake in the Achieve 3000 reading program. The ESL teacher provides individualized instruction to meet student needs. In addition, extended one-to-one instruction is provided by the ESL teacher. ELLs in schools receiving 4-6 years of ESL service are programmed for the mandated units of ESL instruction based on their proficiency levels indicated by their NYSESLAT scores. These students are encouraged to attend the Saturday school academic intervention services. Furthermore, ELLs receiving 4-6 years of service participate in the Achieve 3000 reading program. The long term ELLs are provided specific support in scaffolded activities to foster achievement on the NYSESLAT and NYSED Regents exams. For long term ELLs, interventions include but are not limited to the following: a focus on reading strategies, incorporating a variety of reading activities including both fiction and non-fiction/informational texts; a focus on a variety of writing activities that are based on both literary works as well as content area readings; the use of exemplars to model good writing; the use of graphic organizers to plan and organize for writing; and the use of revision, peer editing, and self-monitoring to model habits of good writers; a focus on listening strategies incorporating a variety of listening activities. Teachers utilize the following instructional strategies: differentiated instruction, scaffolding of instructional materials, QTEL strategies, note-taking strategies, graphic organizers, modeling of exemplary work and small group instruction in order to improve learners' linguistic and academic abilities so that they become English proficient and meet State standards and graduation requirements. Teachers concentrate on teaching the Writing Process in order to support students with their academic literacy skills with a specific focus on higher-order thinking and writing skills and literary elements and techniques. In addition, the students take advantage of the Achieve 3000 web-based differentiated-instruction reading program. All current and former ELL students (up to two years) receive test accommodations including extended time and the use of glossaries/dictionaries. Former ELLs are also invited to attend Saturday school.

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?

General Education, ELL and Special Education teachers of ELL-SWDs collaborate weekly regarding student progress. The majority of ELL-SWDs are placed in the least restrictive environment to receive instruction in the content areas. Grade level materials are used in all classes. Graphic organizers are utilized to organize and chunk information. Hands-on lessons and lessons that draw upon multiple intelligences are implemented to encourage student participation and content comprehension. ELL students are taught specific organizational, study and test-taking skills. ELL-SWDs receive all services mandated on their IEPs. In order to ensure that ELL-SWDs whose IEP mandates ESL instruction receive the appropriate program, a review of the IEP, and ESL reports such as the RLAT, RNMR, and RLER is conducted before students are programmed.

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?

ELLs students with disabilities are programmed for ICT English classes and the ELL teacher pushes in to provide students with English proficiency skills in the least restrictive environment. This allows students to receive Special Education and ELL support in the least restrictive environment. During weekly PLC meetings, the ELL teacher, Special Education teachers and General education teachers collaborate to provide scaffolds, UDL, and CCLS aligned curricula.

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:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

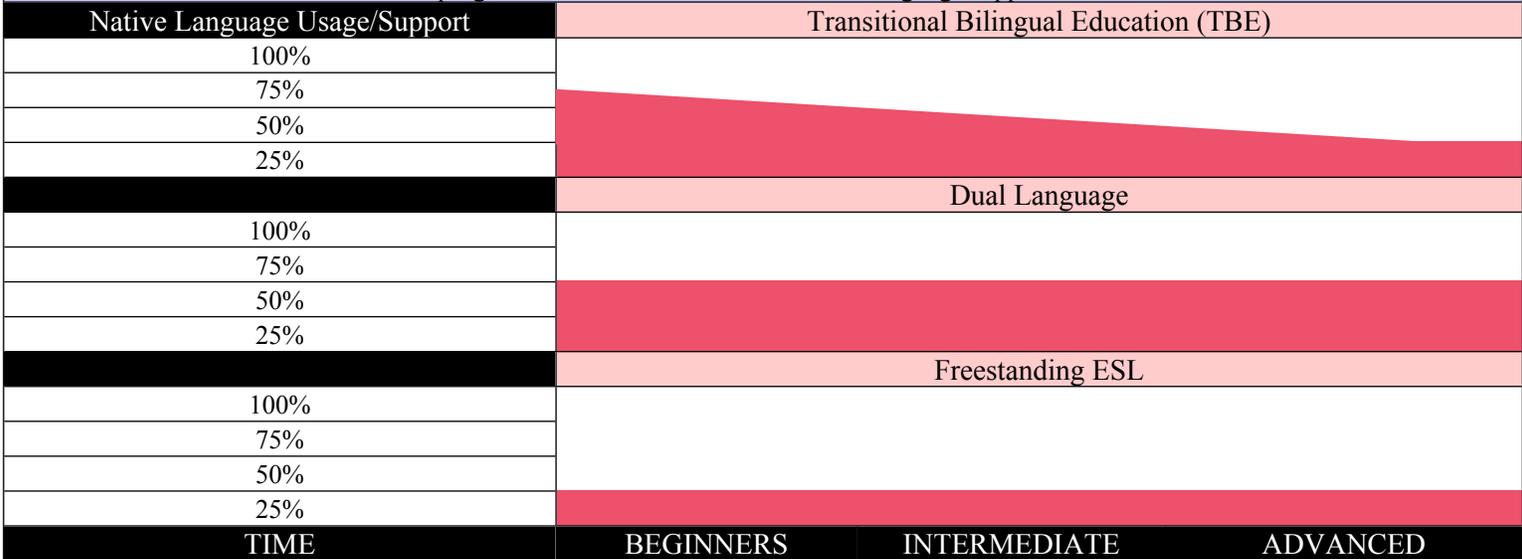
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language 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.

Targeted academic intervention services for ELA, Math, Social Studies, and Science include but are not limited to the following: Saturday school tutoring in both ESL and Math, small group instruction, after school tutoring, Achieve 3000. The ESL teacher provides individualized instruction to meet student needs. The Newcomer ELLs get extended one-to-one instruction with ESL teacher. Former ELLs are encouraged, and at times, programmed to attend ELL classes, as well as Saturday school programs to support advancement in their classes. Special needs ELLs also attend Saturday school programs and tutorials. ELL and Special Education teachers collaborate weekly regarding student progress. The long term ELLs are provided specific support in scaffolded activities to foster achievement on the NYSESLAT and NYSED Regents exams. For long-term ELLs, interventions include but are not limited to the following: a focus on listening strategies, incorporating a variety of listening activities; a focus on reading strategies, incorporating a variety of reading activities including both fiction and non-fiction/informational texts; a focus on a variety of writing activities that are based on both literary works as well as content area readings; the use of exemplars to model good writing; the use of graphic organizers to plan and organize for writing; and the use of revision, peer editing and self-monitoring to model habits of good writers. All current and former ELL students (up to two years) receive test accommodations including, extended time and the use of native language glossaries/dictionaries.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our push-in model allows ELLs to continue to develop their language skills while at the same time gain knowledge in the content areas. As needed, ELLs receive direct support and instruction from the ESL teacher in areas such as vocabulary, reading comprehension, text to self connection and general English convention. All content area teachers incorporate skill based learning strategies into their lesson, including literacy based instructional strategies such as the use of context clues, sentence structure, vocabulary development, decoding skills, and skim and scan skills needed for language acquisition and literacy development.

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

In addition to the self contained ESL model, this year, the school created a push-in model for the students who are at the advanced and intermediate levels. The school plans to continue to offer both the push-in model and the self-contained ESL model. The school introduced an advisory program for all students 120 minutes a week and a Drop Everything And Read (DEAR) program for all students 80 minutes a week. Both peer tutoring and the mentor/mentee programs will be developed this year and will continue next year. Additionally, we plan to continue to analyze and evaluate data displaying credit accumulation, assessment scores, attendance, and credit accumulation. This data is being provided to help inform all staff of the needs of all ELLs and create improvement plans to address those needs.

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

No program/services will be discontinued.

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

ELLs are offered equal access to school programs. All ELL students are encouraged to participate in the numerous academic, athletic and social groups provided by the school, including: Peer Tutoring, Mentor Mentee Program, Peer Mediation, Boys and Girls Softball, Boys and Girls Basketball, College for Every Student, Leadership, Future Teacher's Club, and the Future Project. ELLs participate in our after school tutoring as well as Saturday academy for literacy development, language acquisition and Regents preparation.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our ELLs receive instruction in the core classes using the same materials as the general population students. ELLs are exposed to text-complexity, academic vocabulary, non-fiction, fiction reading and argumentative writing in ESL classes as well as content area classes. Glossaries/dictionaries in English and the native language are used by the students. Visuals, audio, graphic organizer are used to address the different learnig styles and different proficiency levels. All classrooms are equipped with

SmartBoard technology allowing for interactive lessons, visual and audio support . Students have access to laptops as well as computers in the library. Textbooks specially designed for ELLs, such as, from Reading to Writing, Short Stories, Focus on Grammar (text and audio), What a World - listening 1 and What a World - listening 2 are used.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in multiple ways. Teachers support instruction with the use of the native language. ELLs are encouraged to use their knowledge and understanding of their native language to support their learning of English and the content areas. Materials are available for the students use. The school library offers a wide range of materials in the students native language and has access to all electronic texts in the New York City library system in multiple languages through a pilot program. The school librarian co-designs curriculum with teachers and assists in the resourcing of curriculum.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Resources are age and grade level appropriate. ELLs are exposed to text complexity, academic vocabulary, non-fiction and fiction reading, reading strategies, argumentative writing, listening skills and development of oral skills. ELLs are instructed using the same level of text complexity as our general education students. Resources and required services correspond to each ELLs age and grade level.

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.

Newly enrolled ELLs have the opportunity to attend the school's summer program. The students are offered a class in English as a Second Language, and Math. They also participate in guidance counseling sessions. They also attend and orientation prior to the start of the school year - new student and parent orientation is given in English and Spanish. Students who enrolled throughout the year are assigned a student buddy who can make the transition to the new school, culture assimilation and language acquisition smoother. Parent orientations for newcomers are on-going throughout the year.

18. What language electives are offered to ELLs?

Spanish is offered to ELLs as language elective.

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)?

This question does not apply to our school.

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.

All teacher programs allow for four periods of professional development opportunities each week. These meetings allow the ELL teacher to participate in grade level and departmental meetings, to case-conference students, share instructional practices and adapt content in order to support the specific academic and language needs of each student. The guidance counselors as well as the school leadership are part of the professional development. The Assistant Principal, who has a background in English Language Learners meets with the guidance counselors and parent coordinator to review incoming ELLs and share various ATS reports such as the RLER and RLAT. In addition, full day professional development opportunities will also give teachers and administrators exposure to strategies to support the needs of ELL students. The ESL teacher will provide the onsite professional development and will incorporate strategies and activities to meet the differentiated instructional needs of ELLs. All new general education teachers will be provided with seven and a half hours of professional development on ESL methodology. Professional development will be provided during twice weekly meetings and full-day staff development throughout the year (Election Day, Chancellors Day and Anniversary Day). All ELL and content area teachers, guidance counselors and administrators will be scheduled to participate in network and central professional development offerings (e.g., Common Core Instruction for ELLs, Enhancing Instruction for ELLs Through Scaffolds and Task Analysis). All professional development is aligned with the school's Language Allocation Policy. The ELL teacher will receive professional development in Achieve 3000 in preparation for ELL student participation. Achieve 3000 is a computer software program that provides individualized instruction to improve student reading comprehension and writing proficiency across content areas. Teachers have the opportunity to partake in weekly, bi-monthly and after school professional development facilitated by the school principal, the supervision assistant principal, leadership interns and the New York City Writing Project consultant. The professional development includes, but not limited to, Common Core Instruction, reading strategies, using non-fictional texts, argumentative writing, use of academic vocabulary, UDL, and cooperative learning. The principal maintains agenda and attendance sheet for all professional development.

Professional development for 2013/2014:

October

The New York City Writing Project Consultant

SEIS for Special Education including ELLs

LAP Technical Assistance

CFN monthly professional development meetings

November

CFN monthly professional development meetings

The New York City Writing Project Consultant

SEIS for Special Education including ELLs

Common Core Instruction

Principal's Study Group

November 5th Professional Conference

On-going throughout the year:

The New York City Writing Project Consultant

Weekly PLC and grade team meetings

Monthly department meetings

Monthly faculty conferences

Principal's Study Group

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?

Parents and students of ELLs are provided orientation through our ELL teacher. Time is taken to make note of individual student needs so that appropriate support is provided immediately at the start of the school year. Parents of ELLs are encouraged to attend Open School conferences in the fall and spring to discuss their child's progress as well as the program's goals and objectives, standards and assessments, and other pertinent information. Parents are routinely contacted by guidance counselors and teachers to discuss student achievement and are informed of school events by the parent coordinator and monthly newsletters. Bi-Lingual secretaries assist in scheduling appointments for meetings with parents when necessary. All written communication is sent to the parents in English and the native language. School personnel or a translator from the office of Translation Unit provide services to parents. Parental Involvement Activities affords parents of ELLs the opportunity to meet on a regular basis with the ESL teacher. Parents of ELLs are invited to attend workshop offered by the DOE, Division of Students with Disabilities and English Language Learners and the Parent Academy. Some of the workshop titles are: Understanding the Individualized Education Plan (IEP) for ELLs, Preparing Their Child for College and Careers. We also plan to offer a workshop series facilitated by an outside organization. The topics will cover the college process, financial aid, helping students succeed in school, and immigration. The school moved to a new location and at this time we don't have any Community Based Organizations providing workshops to our parents. However, we are seeking partnerships in the new neighborhood that can provide services to our ELL parents. Parental needs are evaluated through parent surveys. In an effort to address parent needs, we have developed a website and utilize Jupiter Grades grading system in an effort to better communicate with parents. We are also working with the School Leadership Team and PTA to develop initiatives to increase parent involvement and have had some small success in that there has been a slight increase in the number of parents of ELLs attending PTA meetings.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Richard R. Green High School

School DBN: 02M580

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nigel Pugh	Principal		10/10/13
Jackie Mayol	Assistant Principal		10/10/13
Lisa Morales-Miley	Parent Coordinator		10/10/13
Karla Nolasko	ESL Teacher		10/10/13
Selina Serrano	Parent		10/10/13
	Teacher/Subject Area		10/10/13
	Teacher/Subject Area		10/10/13
	Coach		10/10/13
	Coach		10/10/13
Seth Artz	Guidance Counselor		10/10/13
	Network Leader		10/10/13
	Other		10/10/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M580 School Name: Richard R. Green High School

Cluster: 6 Network: 611

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.

In order to assess the school's written translation and oral interpretation needs, a review of the home language surveys is conducted. Additionally, a review of ATS reports (RPOB) – Place of birth/home language indicator report and RLER is conducted to identify the students and parents home language. Anecdotal information is acquired during parent conferences and open school. ATS reports indicated there are 33 current ELL parents. The needs assessment identify 3 languages other than English spoken at home. The languages are Spanish, Arabic and Amoy. Home language spoken at home are Spanish (30 homes), Arabic (2 homes) and Amoy (1 home).

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.

The needs assessment identified 3 languages other than English spoken in our school. The languages are: Spanish, Arabic, and Amoy. The dominant language other than English is Spanish. Ongoing communication with parents is provided through our monthly newsletter. The RLER report indicating our students' home language is shared with the staff. Communication is sent home in both English and the students's home language.

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.

Written translations of school documents will be provided to all non-English speaking parents in order to ensure that the information is understood. Parent letters regarding conferences, workshops, Title III, after school programs, curriculum standards, test reports, and parent information packets will be translated into identified languages. Translation services will be provided by in-house school staff and central DOE providers.

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.

Teachers and other support staff will be employed to provide translation services for non-English speaking parents and all opportunities where a dialogue between parents and school are necessary. This will include parent teacher conferences, parent workshops, parent meetings, and any conference after school scheduled by a teacher.

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>.

The school will include a language assistance services rights notification with all mailings made by the Parent Coordinator. The school will post a notice in the main lobby of the office where translation and interpretation services can be obtained. The school safety plan will include instructions for dealing with parents with language barriers.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Richard R. Green	DBN: 02M580
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: 1
of content area teachers: <u>1</u>

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:

Richard R. Green has a free-standing ESL program comprised of three ESL classes: We currently serve 38 students in our ELL program. We have one Intermediate level class meeting for two periods a day for 450 minutes per week and one Advanced level class meeting for one period a day for 225 minutes per week. Advanced students also receive 180 minutes of ELA instruction. For our 9th grade beginner students, an additional 90 minutes (for a total of 540 minutes) of ESL instruction is provided. Student placement in the ESL program will be based on NYSESLAT/LAB-R results. Prior to the start of the school year and at weekly intervals, appropriate ATS reports are reviewed to identify newly registered ELL students and/or students in need of LAB-R testing.

ESL instruction is fully aligned with the NYSED Learning Standards. Basic texts include the Shining Star series (Chamot, Hartman and Huizenga) which is thematically-structured and content-based with matching literary selections and Literature Connections (McDougal Littell) incorporating cross-curricular projects. Instructional practices will be based on the research-based methodologies, strategies and activities of The Cognitive Academic language Approach (CALLA) by Anna Chamot and J. Michael O'Malley and the Sheltered Instruction Model by Dr. Deborah Short. ESL instruction also includes content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia A. Richard Amato. Scaffolded activities are incorporated to foster achievement on the NYSESLAT and NYSED Regents exams. ELL teacher works with supervisory staff and administration in review of teacher assessments, Regents assessments and ACUITY data to identify individual student performance deficiencies and to develop short and long term goals/objectives.

Based on our assessment of the data on the NYSESLAT, students at our school require supplemental assistance in reading, writing, listening, and speaking. The Title III program will have two components: an ESL/ELA Academy and two ESL Content Area classes that service 30 students. We envision our Title III program to support these two programs so that we can better address the needs of our students and improve performance on the NYSESLAT exam and Regents examinations.

The Title III allocation will be used to support the implementation of an Extended Day program and a Saturday Academy. Extended Day classes will be offered at Richard R. Green and run from September to June. The program will take place two times a week, Tuesdays and Thursdays, from 3:30 pm - 4:30 pm. Saturday Academy classes will run for 10 weeks in the Spring semester. The Saturday tutorial program will be offered to students from 9:00 am -12:00 pm. The focus of the supplemental program is skills development in English as well as Math. Both the Extended Day classes and Saturday Academy will be open to all language levels of ELL students. Bilingual dictionaries as well

Part B: Direct Instruction Supplemental Program Information

as supplementary textbooks will be purchased with Title III funding.

The intent of the Academy is to build literacy and improve achievement on the NYSESLAT and ELA Regents. The specific foci will be the improvement in students' ability to listen and take notes, read and analyze informational and visual text, read and respond to literature and write a critical analysis of literature using a critical lens. Instruction will incorporate the four language skills (listening, speaking, reading and writing) and is standards based incorporating the Common Core Standards. Activities will include scaffolding and modified Regents tasks.

The intent of the ESL Content Area class will be to improve student literacy across content areas. Instructional planning and practices will incorporate ESL methodology to build literacy and foster achievement via scaffolded activities and modified Regents tasks.

One certified ESL teacher and one certified Math teacher who have been receiving ongoing professional development in ELL methodology and have those students in their caseload during the normal school day will deliver the instruction. The program has two components: an ESL Academy and an Math content Area class. There is one licensed Math teacher, and one licensed English as a Second Language teacher. In both parts of the program, we expect students that participate in our Title III programs will demonstrate a 5% point gain on their NYSESLAT scores and an increase in the students' Math Regents scores.

To supplement the additional instruction and as resources for professional development, texts, such as *Shining Star*, *Visions*, *ESL Literacy*, *Listening to Communicate in English* and *Teaching Reading to ELLs* will be utilized. These texts provide strategies for vocabulary development, and reading across content areas. They demonstrate how to incorporate and build on prior knowledge. To provide students with strategies for planning and note taking, *Graphic Organizer Collections* will be utilized. These materials already exist in the school and will be at no cost to the program.

The Achieve 3000 differentiated reading program will be utilized to supplement reading and writing instruction in the ESL classes and during our extended day tutorials. The ESL Teacher will receive Achieve 3000 professional development throughout the year. The Achieve 3000 program already exist in the school and will be at no cost to the program.

The after school ESL Academy will support one teacher. The Saturday Academy will support two teachers. One certified ESL teacher will work in the after school ESL academy. One certified ESL teacher and one certified Math teacher will work in the Saturday academy, they will coplan in order to provide effective instruction to both groups of ELLs.

All materials purchased will be supplemental in nature. The materials that will be purchased are: bilingual dictionaries, *From Reading to Writing*, and *Focus on Grammar* books.

Part C: Professional Development

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

Begin description here:

Teachers working in the Title III program are strongly encouraged to attend various Quality Teaching for English Language Learners (QTEL) sessions. The Network ELL Specialist will provide professional development to the Title III teachers and other designated staff. The ELL Specialist will model best practices of language acquisition and content area instruction. Topics will include ESL and content area methodologies, strategies and activities (best practices) based on The Cognitive Academic Language Learning Approach (CALLA), developed by Anna Chamot and the Sheltered Instruction Model by Deborah Short. It will also include content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia A. Richard Amato. As most of our ELLs are at the Intermediate and Advanced Levels, we will continue to focus on making academic language and content accessible, improving literacy across content areas and fostering achievement on NYS Regents Exams.

Teacher Professional Development by outside providers are listed below:

Achieve 3000 - 10/5/2012 - 9:00 am - 1:00 pm

Office of ELLs - UDL - 12/12/2012 9:00 am - 3:00 pm

Office of ELLs - UDL - 1/04/2013 9:00 am - 3:00 pm

Achieve 3000 - 1/9/2013 - 9:00 am - 1:00 pm

Additional professional development is incorporated into the school day and allows for teacher PD without any further Title III funding.

Richard Green has dedicated one Friday afternoon per month in support of professional development. Through an SBO, we have altered the daily schedule for professional Fridays thereby providing time for teachers to collaborate through Professional Learning Community, departments, cohort and other types of meetings and to receive direct training from both internal and external sources.

Part D: Parental Engagement Activities

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:

We have developed a website and utilize an online grading system in an effort to better communicate with parents. We are also working with the School Leadership Team and PTA to develop initiatives to increase parent involvement and have had some small success in that there has been a slight increase in the number of parents of ELLs attending PTA meetings. Richard R. Green High School of Teaching will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- o Work with the PTA and SLT to establish a menu of activities such as, "Students and Parents' Rights, "Parents as Active Partners", "Standard One: Fostering Communication", that embrace parent involvement in the academic achievement of students.
- o Publish a calendar of events as early as possible in the school year so parents can have a lot of notice as to when activities will take place.
- o Provide, when necessary metro-cards for parents to travel to and from the school to participate in school events.

Parents will be invited to attend the workshops listed below:

NYC Parent Academy - Fostering Communication - 1/12/2013, 1/26/2013 - 9:00 am - 1:00 pm

NYC Parent Academy - Encouraging Parent Involvement - 1/12/2013, 1/26/2013 - 9:00 am - 1:00 pm

Office of Immigrant Affairs - NY Citizenship in Schools - 2/23/2013, 9:00 am - 12:00 pm

Richard R. Green High School of Teaching will give parents the opportunity to provide feedback through a mailed survey that will serve as an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Part D: Parental Engagement Activities

Parental activities related to the Title III program include providing materials and training to help parents work with their children to improve their children’s academic achievement, with literacy, and using technology, as appropriate, to foster parental involvement. Parents are routinely contacted by guidance counselors and teachers to discuss student achievement and are informed of school events by the parent coordinator. The Parent coordinator, bilingual secretaries and school aides assist in scheduling appointments for meetings with parents when necessary. All written communication is sent to the parents in English and the native language, if possible. Parental involvement activities affords parents of ELLs the opportunity to meet on a regular basis with the ESL teacher.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

