



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

02M580

School Name:

RICHARD R. GREEN HIGH SCHOOL OF TEACHING

Principal:

NIGEL PUGH

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: RICHARD R. GREEN H.S OF TEACHING School Number (DBN): 02M580
School Level: HIGH SCHOOL Grades Served: 9, 10, 11, 12, SE
School Address: 7 BEAVER STREET, NEW YORK, NY 10004
Phone Number: 646 826 8174 Fax: 646 826 8175
School Contact Person: Nigel Pugh Email Address: npugh@schools.nyc.gov
Principal: NIGEL PUGH
UFT Chapter Leader: JASON GREEN
Parents' Association President: CYNTHIA CHERRY
School Leadership Team
Chairperson: NIGEL PUGH
Student Representative(s): ANA FIGUEROA, PILLAR HERRERA, SONIA CHEN

District Information

District: 02 Superintendent: MARISOL BRADBURY
Superintendent's Office Address: 333 7TH AVENUE, NEW YORK, NY 10001
Superintendent's Email Address: MBradbu@schools.nyc.gov
Phone Number: 212 356 7563 Fax: 212 356 7514

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 611 Network Leader: Deborah Schaefer

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
NIGEL PUGH	*Principal or Designee	
JASON GREEN	*UFT Chapter Leader or Designee	
CYNTHIA CHERRY	*PA/PTA President or Designated Co-President	
-----	DC 37 Representative, if applicable	
ANA FIGUEROA PILLAR HERRERA SONIA CHEN	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
-----	CBO Representative, if applicable	
JACKIE MAYOL	Member/ ASST. PRINCIPAL	
MARSHA HUGHES	Member/PARENT	
CLAIRE GOLL	Member/ PARENT	
DEBORAH BUSACCO-PARKER	Member/ PARENT	
GINA MALANGA	Member/ TEACHER	
SYLVIA MAPP	Member/ GUIDANCE COUNSELOR	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

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

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

During the course of the previous the school did not make progress of several tenets (3.3, 3.4, 3.5, 4.2, 4.3, 4.4, and 4.5). We did make substantial progress in tenets 2.2, 2.4, 2.5, 5.2, 5.3, 5.4, 5.5, and 6.2. Last year, a team of teachers and school leaders re-wrote the mission statement and theme to achieve brevity and alignment with the school-wide instructional focus, and to emphasize the school theme - teaching. The statement reads, “At Richard R. Green High School of Teaching we model respect, curiosity and commitment to education while creating a caring, active and collaborative learning environment designed to empower future citizens. We aspire to develop a responsible, respectful community that maintains a desire to learn, understand and appreciate the diversity of the world around them.”

The same team re-wrote the Teaching Academy description thus, “Students who have been selected into the Teaching Academy participate in internships in neighboring elementary, middle and high school classrooms. They learn to co-plan and co-teach with a teacher and participate in a weekly Education Seminar in school. The program is supported by a partnership with the United Federation of Teachers (UFT).”

The instructional focus was developed for the school year 2013-14 after instructional rounds revealed that instruction was largely teacher-centered with little student to student communication or co-construction. Rounds later in the year provided evidence of limited progress and it was decided to maintain the same focus for the school year 2014-2015 (and possibly beyond). It reads, “Through the teacher’s strategic use of intentionally grouped students, design of collaborative tasks, and skillful facilitation, students will engage in high quality discussions, exemplified by responding to and extending each other’s thinking and crafting questions to help each other deepen and elaborate upon their thinking. Students will collaboratively construct meaning.” Advance feedback is given through the lens of the instructional focus and PD is aligned with the focus.

A school-wide Grading Policy was developed the previous school year but did not have traction so was re-introduced in September 2014 and now is reflected in curriculum and forms the basis of teacher-parent conferences and feedback to students. The Grading Policy is aligned with the instructional focus.

Weight	Habits of Student Learning	Weight	Evidence of Student Learning
5%	<u>Being Responsible</u> <ul style="list-style-type: none"> ○ Attendance <ul style="list-style-type: none"> ▪ On time and on task ○ Preparation <ul style="list-style-type: none"> ▪ Homework ▪ Class Materials ▪ Readings 	25%	<u>Formative Assessments</u> <ul style="list-style-type: none"> ○ Exit Slips ○ Quizzes ○ Graphic Organizers ○ Drafts of Work ○ Data Collection ○ Brainstorming Process ○ Revision Process ○ Peer Assessments ○ Student Self-Assessments and Reflections

25%	<u>Being Collaborative</u> <ul style="list-style-type: none"> ○ Roles and Responsibilities ○ Group Norms ○ Task Completion ○ Peer Feedback ○ Self-Assessment/Reflection 	25%	<u>Summative Assessments</u> <ul style="list-style-type: none"> ○ PARCC-aligned Assessments ○ Essays (e.g., argumentative, creative, expository, narrative, and persuasive) ○ Performance Tasks ○ Speeches ○ Presentations ○ Performances ○ Web pages ○ Visual Representations ○ Lab Reports ○ Piece of work going through previous stages of development ○ Creative Assignments (e.g., multimedia, opinion piece and photography)
20%	<u>Being Present</u> <ul style="list-style-type: none"> ○ Active Listener ○ Active Question Asker ○ Active Contributor ○ Active Making Meaning of Learning ○ Active Problem-Solving ○ Active Reflection 		

Developing teacher leadership is one of the principal's main areas of focus. When successful, this will build school-wide capacity. In August 2014 the newly designed Professional Development Committee (four teachers, consultant, AP for instruction and principal) met to design the initial professional development day and do some broad-brush thinking for the whole year. Book Groups (each teacher selects one text from a choice of five) meet five times a year for facilitated conversations and there are four Teacher to Teacher workshops a year. Teachers design and facilitate workshops for peers – five are offered simultaneously, and teachers sign up for the workshop of their choice. The PD committee meets one or two times a month to design professional development - this is the calendar with a one-month sample:

Monday Book Groups 3-4pm	Teachers will select a text and we will provide a discussion facilitator (<i>October 20, December 15, February 9, April 20</i>)	Locations: TBD
Monday Teacher-to-Teacher Workshops 3-4pm	Teachers will participate in teacher-led workshops (November 17, January 12, March 16, May 18) The CARA Committee will meet during these times.	Locations: TBD
Professional Time in Grade Team Meetings	All other <u>Mondays</u> (3-4) and some <u>Wednesdays</u> (3-3:55) will be grade team time - <u>Fridays</u> 8-8:40 will be parent outreach (which will include phone/ e-mail contact, face to face meetings and quality circles, IEP meetings, etc.)	Locations:

Advisory Wednesdays	Instead of working with your grade team, one Wednesday a month, you will meet with your advisory team and design up- coming advisory pieces. (October 8, November 5, December 3.	Locations: 9th grade 210 10th grade 214 11th grade 201 and 12th grade 243
Discipline Wednesdays	Once a month, teachers will meet for Discipline Wednesdays (October 22, November 19 and December 17) <small>*PE teachers will meet each Wednesday, except for Advisory Wednesdays, to plan PE and health curriculum as they are not connected to a grade team. However, you may request they join a team meeting for special occasions like Kid Talk or Quality Circle.</small>	Special Education 245 Art Studio, Math 242 ELA and ESL 214 Science 236 Social Studies 202, Foreign Language 207 PE Gym.
Chancellor's Conference Days	<i>November 4, February 2, June 4</i>	
Teacher Seminar Series – Exploring Instruction Together	Evda & Nigel will meet monthly on Thursdays 3-4 with pre-tenured and other teachers to examine a range of instructional issues and to help pre-tenured teachers prepare for their tenure package (<i>October 2, November 6, December 4, January 8, February 5, March 5, April 16 and May 14</i>)	Nigel's Office
Special Series Workshop	These will take place after-school or during grade team time	
Facilitative Leadership	Selected teachers meet with Emily White to develop facilitation skills	

October

Monday	Tuesday	Wednesday	Thursday	Friday
		1 Grade Team Meets 3-3:55	2 Teacher Seminar (Exploring Instruction Together)	3
6 Grade Team Meets 3-4pm	7	8 Advisory Wednesday	9	10
13 Columbus Day No School	14	15 Grade Team Meets 3-3:55	16	17
20 Book Group	21	22 Discipline Wednesdays	23	24
27 Grade Team Meets 3-4pm	28	29 Grade Team Meets 3-3:55	30	31

Other professional teams are taking responsibility for pieces of work. In September 2014 a new School-wide Implementation Team (SIT) consisting of two teachers, a social worker, guidance counselor, Assistant Principal (AP) and principal was formed to build capacity around the Department's Shared Path to Success initiative.

In August 2014 the College Action Research and Action (CARA) Committee was formed (four teachers,

AP, Consultant and principal) to provide coaching to teacher-advisors. The aim is to raise college awareness 9-12th grade. In November 2014 this evolved into the Advisory Planning Team to shift the advisory focus.

In October 2014 two teachers, AP and principal created Literacy Leaders to design an 8-point literacy program to be infused throughout grade teams.

Teacher grade teams (general and special educators, AP or principal, social worker and guidance counselor) and discipline teams, developed in September 2013, are continuing and there is evidence of growth and institutional maturity. Grade teams meet three times a week and discipline teams once a month. Eight teachers are being trained as teacher-facilitators with Dr. Emily White from Bank Street College of Education and each team is at a different stage of development (9th grade team is fully teacher facilitated; 11th grade team is facilitated jointly by principal and teachers; the 10th and 12th grade teams are facilitated mostly by school leaders.)

The Guidance Team meets monthly (weekly near the beginning of the year) – this consists of the principal, aspiring principal, two guidance counselors, social worker and two guidance interns. The Programming team (AP, teacher, two guidance counselors) was meeting daily in September and now meets when required.

Strategic collaborations and partnerships have always been one of the school's strengths. The Future Project (FP), now working in 34 schools nationwide, started at RRGHS three years ago. A resident Dream Director helps students realize their dreams and works closely with the principal around developing school culture. A current initiative is the Senior Research Project where students will be coached to develop a hands-on community-based project mentored by the dream director and senior teacher in place of a senior class. The FP organizes spirit week, coffee house, teacher community-building and school culture enhancement activities.

The school has had a strong college-bound culture for some time; there is much success in helping students who are often the first members of their family to consider college gain access to and graduate from college. This has been achieved with a number of highly successful college readiness partnerships, including: College for Every Student (CFES), College MAP (Mentoring, Access and Persistence) , Advancement via Individual Determination (AVID), College Action Research and Action (CARA), SEO (Sponsors for Educational Opportunity) Scholars, and College Now. The senior advisory guides students through the college application process. Another new partnership is Teachers and Writers Collaborative that will work with the 11th grade ELA teacher and one class to develop the college essay.

Several partnerships have been developed to build teacher efficacy in pedagogy and/or designing curriculum: The New York City Writing Project Consultant (two days a week), Teacher Development Coach (working in three cycles throughout the year with math teachers), Network Achievement Coach (meeting once or twice a month with Global teachers around curriculum).

The Leadership Program (C21 Grant) is providing the school with \$95,000 in services that include: 10 Parent Workshops, after-school AIS in all core disciplines, health program embedded in the school day, before and after-school enrichment (Dance, Chorus, NY Adventurers, NY Cares, Fitness, Art, Book Club, and CFES Mentoring, College Planner and Service Learning.)

Two new partnerships have been developed with neighboring organizations: Leman School has a shared theater and choral program bringing public and private school students together. Kenyon and Kenyon provides mentoring and a comprehensive law program including Mock Trial and Moot Court. ScriptEd provides in-school coding classes and after-school/summer internship opportunities. Our PENCIL

partnership offers additional mentoring and internship experiences.

The school has traditionally been strong in two areas: college readiness and partnerships. However, Where Are They Now? data illustrates that college readiness is an area that requires on-going improvement. While after-school partnerships are robust, work needs to be done to ensure that skills developed in these programs are infused into classes. For example, student voice is strong in CFES and other after-school programs but not as fully developed in classes. Similarly, the high level of student agency and inquiry practiced in The Future Project is lacking from senior classes – which is why the Senior Research Project is being developed (the spring semester will be the pilot with a view to extension from September 2015).

Teacher teams have been very successful and this is evident in the growing capacity of all teams and by teachers assuming more responsibility and accountability. Teacher language in meetings has become very thoughtful and is strengths and evidence-based. Some grade teams are more able to engage in discussions around inquiry than others; this is an aspect requiring more development.

02M580 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	567 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	4	# SETSS	9 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	9	# Music	1 # Drama
# Foreign Language	14	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	78.1%	% Attendance Rate	
% Free Lunch	78.8%	% Reduced Lunch	
% Limited English Proficient	5.6%	% Students with Disabilities	
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	
% Hispanic or Latino	57.5%	% Asian or Native Hawaiian/Pacific Islander	
% White	2.0%	% Multi-Racial	
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.89	# of Assistant Principals (2014-15)	
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)	
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4	
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	63.7%	% of 2nd year students who earned 10+ credits	
% of 3rd year students who earned 10+ credits	60.0%	4 Year Graduation Rate	
6 Year Graduation Rate	76.8%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	
White	N/A	Multi-Racial	
Students with Disabilities	N/A	Limited English Proficient	
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	
White	N/A	Multi-Racial	
Students with Disabilities	N/A	Limited English Proficient	
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	
White	N/A	Multi-Racial	
Students with Disabilities	N/A	Limited English Proficient	
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	
White	N/A	Multi-Racial	
Students with Disabilities	N/A	Limited English Proficient	
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	
White	N/A	Multi-Racial	
Students with Disabilities	N/A	Limited English Proficient	
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	
White	N/A	Multi-Racial	
Students with Disabilities	YES	Limited English Proficient	
Economically Disadvantaged	YES		

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School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	567 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	4	# SETSS	9 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	9	# Music	1 # Drama
# Foreign Language	14	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	78.1%	% Attendance Rate	81.9%
% Free Lunch	78.8%	% Reduced Lunch	5.7%
% Limited English Proficient	5.6%	% Students with Disabilities	26.5%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	35.8%
% Hispanic or Latino	57.5%	% Asian or Native Hawaiian/Pacific Islander	3.9%
% White	2.0%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.89	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	6.95
Student Performance for Elementary and Middle Schools (2013-14)			
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 (2012-13)			
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4	60.0%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	63.7%	% of 2nd year students who earned 10+ credits	52.5%
% of 3rd year students who earned 10+ credits	60.0%	4 Year Graduation Rate	71.0%
6 Year Graduation Rate	76.8%		
Overall NYSED Accountability Status (2014-15)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
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 Graduation Rate (2012-13)			
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	YES		

02M580 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	09,10,11,12	Total Enrollment	567	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	9	# Integrated Collaborative Teaching	43
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	1	# Drama	N/A
# Foreign Language	14	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.1%	% Attendance Rate			81.9%
% Free Lunch	78.8%	% Reduced Lunch			5.7%
% Limited English Proficient	5.6%	% Students with Disabilities			26.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			35.8%
% Hispanic or Latino	57.5%	% Asian or Native Hawaiian/Pacific Islander			3.9%
% White	2.0%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.89	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.95
Student Performance for Elementary and Middle Schools (2013-14)					
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 (2012-13)					
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4			60.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	63.7%	% of 2nd year students who earned 10+ credits			52.5%
% of 3rd year students who earned 10+ credits	60.0%	4 Year Graduation Rate			71.0%
6 Year Graduation Rate	76.8%				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
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 Graduation Rate (2012-13)					
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	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Instruction is thoughtfully customized in some classes, occasionally customized in some and homogenized in others. Quality customization is most noticeable in:

- ICT classes with highly functional partnerships such as 9th grade (all core subjects) and 10th grade ELA and Earth Science, and 11th grade LE and marine biology. Trust is developing well in some ICT partnerships and has not yet developed in others
- General education classes with inclusive practitioners such as 9-12 art and 11th and 12th grade writing
- 9th grade special class.

In these classes UDL strategies (audiobook, digital literacy, citelighter, Firefly 3000, visual text, film, text extracts, glossaries, re-teaching, effective co-teaching, word walls, strategic grouping, pre-teaching for ELLs etc.) are evident.

Special educators participate in grade and discipline teams where they make teachers aware of barriers to learning and methods to circumvent barriers. The new librarian is a source of quality on-line and hard copy materials that increase access. The school has recently purchased texts to support emerging readers (e.g. Easy read versions of Shakespeare including graphic novels), teachers explore websites for digital content, and the principal works with ICT partnerships that are struggling. UDL expectations are

clear and are communicated in pre and post-observation conferences and are written into Advance feedback. UDL workshops have been and will continue to be provided. Time is set aside within the schedule for co-planning and two templates have been provided to facilitate co-planning and co-facilitating (teachers select which one). The new iLearn partnership will increase access as will citelighter. Firefly 3000 (Kurtzweill) increases access for ELLs.

There is evidence of instructional shifts in some areas:

- Evidence-based reading and writing
- Deep reading practices (see below)
- Non-fiction texts
- Reading in the content area
- Academic vocabulary
- Emphasis on concepts and content knowledge
- Transfer of knowledge and making connections

Curriculum is rigorous in some courses and less so in others. 12th grade classes are not always infused with pre-college activities/Depth of Knowledge (DoK) and the AP working with the 12th grade team is leading discussions on college preparedness. The SLT did an instructional rounds (November 2014) through the lens “task predicts performance” and came to the conclusion that rigorous grade-appropriate tasks were more evident in the 9th and 10th grade classes. The superintendent and principal did instructional rounds the week before and came to the same conclusion. While CCLS are frequently mentioned in lesson and unit plans, they are not always evident in the classroom. There is a tendency to attribute many standards/skills at the expense of focus and depth. As the year progresses more time will be devoted to grade and disciplinary teams looking at teacher work with a protocol.

Deep text practices are becoming more evident in some classrooms, specifically in ELA, social studies and science classes. Teachers who have/are participating in Book Study groups around reading and/or comprehension have regular exposure to deep text and independent reading strategies. Several teachers have designed and facilitated workshops around visual literacy and visual texts are more common in most social studies, art and ELA classes.

Collaboration takes place primarily within grades and we see the beginnings of inter-disciplinary discussions and grade-wide practices. The school-wide instructional focus and grading policy are increasing classroom-to-classroom cohesiveness. Discipline meetings, while infrequent (once a month), assist vertical discussions and coherence. Teachers are bringing the city into their classrooms with visits to cultural and historic sites, historic walks and museum visits.

Teachers use multiple data sources. Various tools have been developed and are being used in some classrooms (especially ICT classrooms) to record and process real-time data. Additionally, most teachers use exit slips or similar protocols in most lessons. Increasing time devoted to student group work enables teachers to listen-in and record student thinking – again a rich in-time data source. Grade teams analyze scholarship data and put individual plans in place for “low hanging fruit” and others who need supports. Each grade team has an inquiry team that looks in depth at a small number of students to learn how to best support their growth. Grade teams are familiar with the green report and know which students are on-track to graduate/grade promotion, which are approaching and which are stretch. Guidance counselors work with grade teams on reading transcripts so they can advise students and steer them toward AIS and after-school tutoring, mentoring, enrichment and credit-recovery.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- Annual Goal (Rigorous Instruction): The school community will improve and strengthen teacher practice in the Danielson Framework 1a (p and p) *Demonstrating Knowledge in Content and Pedagogy*. 50% of the teachers who were rated Developing in the Fall Semester ending January 2015 in this component will be rated Effective (or Highly Effective) in this component by the end of the Spring Semester ending June 2015 .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Grade team meetings are used for Looking at Student Work (LASW) and Looking at Teacher Work (LATW) with a protocol. These discussions build a common language and develop professional trust. Teachers are exploring the link between teacher designed task and student performance. Consultant Emily White from Bank Street is training 8 teacher facilitators to facilitate teacher teams.	All Teachers	September 2014 – June 2015	Principal Assistant Principal Emily White, Bank Street
Lesson plan study takes place in grade teams and teachers co-design a lesson or unit, teach (or observe) and report back. Lesson Study will be supported by GoldMansour	All Teachers	September 2014 – June 2015	Principal Assistant Principal GoldMansour coach Self-selected teachers
Using the principle “task predicts performance”, grade and discipline teams conduct instructional rounds and focus on task and student performance. They use information to re-design lesson plans and inform instruction. In the 12 th grade, the Senior Research Project pilot, in conjunction with the Future Project, will focus on highly individualized and long-term student task.	All Teachers	September 2014 – June 2015	Principal Assistant Principal
Co-planning time has been built into the school day. The principal, New York City Writing Project (NYCWP) coach and aspiring principal are coaching ICT planning sessions. Trust is essential for this work to be successful. From February 2015 this work will be supported by 4 rounds of in-school coaching from GoldMansour (GM). Four ICT pairs (8 teachers – 4 general and 4 special education teachers) will be	All Teachers	September 2014 – June 2015 (Principal and AP February 2015 – June 2015	Principal Assistant Principal GoldMansour NYCWP coach

selected to work with a GM coach to build their capacity in co-planning and co-teaching. They will become a resource for other ICT pairs.		(Gold Mansour)	
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
New York City Writing Project consultant, Emily White, consultant from Bank Street, GoldMansour consultant, teachers working on grade team meetings, discipline team meetings, instructional rounds

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
C 21st													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Reviewing observation data on Advance will assist in identifying teachers who are meeting the goal and those that require additional support. Our goal is to have completed 2 informal observations for each teacher by February 2015.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the Learning Environment Survey (LES), a preponderance of students, teachers and parents say that the school has established a classroom and school culture where students feel safe and supported by their teachers and peers. Similarly, the survey suggests that the level of challenge is not always grade appropriate. This is endorsed by instructional rounds (mentioned above).

The Future Project and CFES Teen Lounges, plus activities stemming from school government activities and the Coordinator of Student Affairs (COSA), have shaped an inclusive school culture where all students are respected. This builds trust among students and this is transferring to some classrooms and is evident during the school day. Issues dealing from discrimination in gender, sexuality, race and immigration status are dealt with through mediation and discussion; we aspire to develop a restorative justice approach. Norms of inclusivity are continually articulated.

The principal and AP meet regularly with guidance, deans, the School-wide Implementation Team (SIT) and other teams to examine data. This data is shared with Grade and Advisory teams, with support from guidance counselors and the social worker. Teams use a strengths-based data-rich model to explore students. Interventions like Quality Circle enable teams to enter into an informed dialogue with a student (and sometimes a parent) and put an action plan in place. The plan is revisited and student progress is evaluated; the plan may be re-designed if not successful or set aside if desired behaviors are achieved. IEP data-gathering by grade teams enables all teachers to be part of the writing of the IEP,

ensures data is up-to-the-minute and promotes all teachers understanding of each SWD's unique learning, social and emotional landscape. Despite the data-rich culture, inquiry work is not evident in all grade teams.

Some grade teams have collected data for FBAs and participated in the development of BIPs. However, all teams need to master this and need to use the student action plans. Practice is strongest in the 9th grade team and needs to be infused into all teams. Post-suspension students will benefit from a re-entry process to explore resolution of the presenting issue, supports to reduce recidivism and academic intervention to enable integration into the current coursework. All grade teams would benefit from PBIS practices.

Book Study texts (e.g. *The Myth of Laziness*) help teachers to develop diagnostic and supportive language when speaking about students.

While teacher teams build ownership of students, student advisories and groups within academic classes build student ownership of their own work and that of their peers. These will build a trustful environment.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Annual Goal (Supportive Environment 5.5): The school community will provide tailored supports for students in social-emotional crisis. The school will experience a 10% decrease in principal's suspensions for the school year ending June 2015. In the school year ending June 2014 63 students received a principal's suspension and in the school year ending June 2015 57 or fewer will receive a principal's suspension.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Comprehensive systems are in place to support students' development: grade teams, advisory teams, School Implementation Team (SIT), guidance team, and discipline teams. Teams look at data and put early interventions into place and bring students in for Quality Circles. These teams will continue to build capacity and will refine the emerging inquiry work with a small group</p>	<p>All students</p>	<p>September 2014-June 2015</p>	<p>AP Instruction, principal, aspiring principal, guidance and all teachers</p>

of students. Understanding about inquiry is being developed in the facilitative leadership workshops with Dr. Emily White from Bank Street.			
Social and emotional health is promoted in advisory. Advisors are being coached to use College Access: Research and Action by CARA coach Jeremy Greenfield. Advisees are beginning to trust advisors and peers so that candid conversations are emerging.	All students	September 2014 - June 2015	Principal, AP, aspiring principal, all teachers and CARA coach
Positive Behavior Intervention Strategies (PBIS) and Mentor-Mentee programs are under-design. Satish Moorthy (Central PBIS Team) will be working with the school community as we develop PBIS. Grade teams are beginning to do FBAs/BIPs. We will establish Tier 1 of a Restorative Justice Program and prepare for Tier 2 in the following school year.	Students with social-emotional and/or academic challenges	December 2014-June 2015	Principal, AP, Satish Moorthy, aspiring principal, psychologist, guidance, social worker and all teachers
Academic Intervention Services (AIS) support all struggling learners in after school and Saturday programs (Regents Prep, Algebra for Invited Students, ESL Language Development). Two teachers teach writing electives during the school day (6 sections) to support evolving writers. Achieve3000 for ELLs and SWDs and all struggling readers. I-Learn to support credit recovery.	All academically struggling students	November 2014-June 2015	Principal, AP, aspiring principal, NYCWP, 8 teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources to implement Academic Intervention Services, Regents Preparation, Saturday Academy, ELLs language enrichment program,. Teacher and guidance counselors to facilitate Mentor-Mentee program, College Action Research and Action (CARA) coaching, grade, advisory, discipline, guidance team meetings, SIT meetings

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

C 21 Grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

In advisories students will be provided with a survey asking the above questions and the data will be collected, analyzed and utilized to plan forward.

We will review all PBIS data and determine whether the measures that were implemented towards the goal have been successful.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

While teachers have developed annual, unit and daily lesson plans, not all are designed around specific and attainable common core-aligned goals and not all promote high levels of student engagement and inquiry. While CC goals are listed in plans, they are not often reflected in task which results in less rigorous instruction. Tasks frequently lack DOK levels 3 and 4. Multiple points of access are occasionally provided for Students with Disabilities (SWDs) and English Language Learners (ELLs). This has resulted in low rates of credit accumulation by students in the lowest third.

Teachers and partners are creating safe environments – this has been assisted by the Advisory, Teen Lounge and The Future Project. The College Access: Research and Action program supports 9-12 grade advisories. Classrooms have an inclusive environment where students feel comfortable expressing personal issues that may be concealed in other environments – some classrooms are more trustworthy than others. In some classrooms student cultural interests are built into the curriculum (e.g. advisory, 9th and 10th grade ELA, social studies). This supports students in the lowest third.

Grade teams have been Looking at Student Work (LASW) and at Teacher Work (LATW) with protocols. Consultant Emily White has been working with teacher facilitators around using protocols to surface issues and provide a lens for the refinement of classroom practice/curriculum design. Teacher Development Coach Barbara Hackett will work with teachers in February and March around shaping task. The Principal and AP are giving feedback on task design and providing opportunities for teachers to develop an understanding of how task predicts performance.

More time has been set aside during the school day not only for co-planning – primarily ICT and ESL push-in but also the beginnings of inter-disciplinary conversations. For example the 11th grade is planning an inter-disciplinary field trip. Teachers are beginning to design curriculum around New York City cultural institutions (MOMA, The Brooklyn Museum, the MET, The Museum of the American Indian, South Street Seaport and much more.) Field trips have been particularly effective in stimulating students in the lowest third.

Teachers use a variety of assessments, among them: Delta Math, student work portfolios (ELA, ESL) and Student Response Systems (math, social studies, science). Students are beginning to do self-assessments in writing, art and other subjects. Reflect writing is emerging in many advisories.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Annual Goal (Collaborative Teachers): Grade teams and advisors will get to know each student well and provide customized supports to enhance academic success. By June 2015 credit accumulation (10+ credits) for 9th grade (Year 1) students will have risen by 8% to from 35.6% to 43.6%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Universal Design for Learning (UDL) technology and strategies facilitate students’ access to text. During grade meetings teachers share UDL strategies (audio-books, film and text-to-speech technology), teachers have been provided with professional development on citelighter. Librarian, Special Educators and ESL teacher assist peers in accessing text at multiple lexile levels. Achieve 3000 is one source for multiple lexile level texts.	Lowest third students in all grade levels	September 2014 – June 2015	Special Education teachers ESL teacher Librarian Principal Assistant Principal
Teacher to teacher workshops during professional time nurture peer learning. There is a high level of trust when workshops are designed by peers who share the same work environment and students. Workshops have introduced teachers to inquiry, inclusion, independent reading, independent writing, visual text and task development.	All Teachers	September 2014 – June 2015	Professional Development Team SE Teachers NYCWP consultant
There are five book study groups, each facilitated by a teacher or supervisor and teachers selected their preferred professional text. Texts are read during personal time and discussed with the group. Teachers implement strategies	All Teachers	September 2014 – June 2015	Professional Development Team NYCWP consultant

and debrief with the group.			
The safe environment established in after-school programs like CFES teen lounge and the Future Project are now being fostered in classes in the school day. These are high trust environments.	All Teachers	September 2014 – June 2015	Dream Director CFES team leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources to purchase Citelighter and accompanying professional development, teacher-to-teacher workshop design and coaching, multiple lexile level texts, teen lounges facilitated by CFES teachers and the Future Project Dream Director. Professional texts and professional time. Achieve 3000.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

Teachers will work collaboratively on grade level teams to engage in inquiry in order to monitor student progress. They will share strategies and discuss measures that can be implemented to ensure student scholarship. In addition, the teachers can address bridging any academic gaps and creating action plans. Teachers will look at the scholarship report and indicators of social/emotional issues such as fights, suspensions, etc.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school vision is articulated in various documents that the principal worked on with stakeholders 2013-2014 and have been shared often during professional development and team time. These are known by all and consist of:

- School-wide Instructional Focus
- Mission Statement
- School-wide Grading Policy
- Richard R. Green High School of Teaching Classroom Guidelines – The Student-Centered Classroom with Experiential Learning

While last year these documents did not often inform practice, the principal feels an increasing level of trust that teachers are taking them seriously. Teachers design lessons using the Student-Centered Classroom with Experiential Learning guidelines; professional conversations and Advance feedback take place through the lens of School-wide Instructional Focus. The SLT does instructional rounds through the lens of the School-wide Instructional Focus. Teachers from partnership schools where students intern as part of the Teaching Academy know the Mission Statement. During Parent-Teacher conferences the

School-wide Grading Policy guides the discussion.

Grade team meetings are evidence based. Teams examine scholarship reports, student self-assessments, team assessments, IEPs, ARIS data (levels/attendance), transcripts, report cards, narratives from parents and students, social worker’s observations, psychologists reports, OT etc. Data are rich and multiple.

Budget decisions have been made in response to needs assessments and shifting student needs – e.g. Writing Consultant (2 days a week), one new writing teacher, two new special educators, one fewer math teacher, one fewer social studies teacher, after-school AIS and enrichment, and after-school parent workshops. Guidance counselors and the social worker have been included in grade teams and training has been provided for teacher facilitators.

Like all NYC schools, the Advance system provides a theoretical and organizational platform for observations. The principal and AP meet regularly to review progress, set goals, visit classrooms together and review each other’s observations. Post-observations are held when there are issues or when the teacher requests one, otherwise feedback is largely written. Formal observations have pre- and post-observation conferences. Conferences are inquiry-based with teacher voice.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Annual Goal (Effective School Leadership 2.2): The school community will continue work toward making the school-wide instructional focus a reality in the classroom with specific focus on the infusion of DOK levels 3 and 4 questioning and activities. By June 2015, 25% more teachers will receive an Effective (or better) in Danielson Domain 3C compared with June 2014.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The PD Committee (NYCWP consultant, teachers, principal and AP) designs professional activities for Chancellor’s Conference Days and professional time. The consultant has been working with us for 18 months and there is a high level of mutual trust. These activities address the school-wide instructional focus and showcase the tools that have been developed to support teachers as they move toward it. DoK, questioning and task design will become an increasing focus.	All teachers	September 2014 – June 2015	Principal Assistant Principal NYCWP Consultant School PD Team
The NYCWP consultant supports teachers as they develop their skills as writers and teachers of writers. As teachers develop skills they design and facilitate teacher-to-teacher	All teachers	September 2014 – June 2015	Principal Assistant Principal NYCWP Consultant

workshops.			
The principal has facilitated two instructional rounds with the SLT to gather low inference data on the instructional focus. Two more rounds are planned. Teachers are trustful about peers, students and parents entering their classroom and the instructional rounds process. The principal uses information to inform support.	All teachers	September 2014 – June 2015	Principal School Leadership Team
Grade and disciplinary teams are planning two instructional rounds to gather low inference data on the instructional focus. Again, these are trustful environments.	All teachers	January 2014 – June 2014	Teachers Principal Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources to purchase the services for the New York City Writing Project consultant, per session for the Professional Development team to meet (during the summer and after school), consultant time to coach and develop teacher-to-teacher workshops, coverage for teachers participating in instructional rounds conducted by the SLT and time within the school day to schedule grade and discipline teams’ meetings.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Reviewing observation data on Advance will assist in identifying teachers who are meeting the goal and those that require additional support. Our goal is to have completed 2 informal observations for each teacher by February 2015.				
Part 6b. Complete in February 2015 .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The lobby is a welcoming environment with music playing as students enter in the mornings and multiple adults to greet them. The lobby has been decorated with student photographs, an electronic and a huge paper calendar, posters with parent workshops and student AIS/Enrichment, trophies, student achievement etc. The upper floors are becoming art galleries with student art hanging in lobbies, hallways and the cafeteria. There are plans (and a budget) for a mural club to start February 2015.

The librarian invites parents into the library and is designing an Open Evening for them. Parents have been invited in two newsletters (November and December – newsletters are monthly in English and Spanish-electronic and hardcopy mailed home) to join the principal for instructional rounds in classrooms. Prospective parents of incoming 9th graders are taken by the principal, AP and Parent Coordinator into classrooms during instructional time prior to the submission of student applications. This September, October and November the school held an evening Open House each month. The principal has hosted two instructional rounds with the SLT – one in November and one in December.

Parents are invited in regularly for evening events – e.g. in September for an advisory workshop and an examination of the School-wide Grading Policy, in December for a Holiday Night of the Arts (song, theater, dance and art) and each May for a Night of the Arts (Art Gallery). Parents frequently co-chaperone trips to galleries and museum visits, movie outings and field days.

Professional articles are shared with parents in the newsletter and the SLT, where text-based discussions

have taken place around several educational articles.

Monthly parent workshops are hosted by The Leadership Program and session topics were selected after a letter with possible choices was sent to all families in May 2014.

Teachers update Jupiter Grades weekly and sign-up parents and provide them with their passwords during parent-teacher conferences.

Grade teams invite parents to, and respond to parent requests for Quality Circles. At these times, parents are asked for their expertise and contribute toward the design and implementation of the Student Action Plan.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Annual Goal (Strong Family and Community Ties 6.2): The school community will create a sense of partnership between home and school that will be reflected in raising the score of Parent response on the Learning Environment Survey for the prompt “How many times have you been invited to an event at your child’s school (workshop, program, performance, etc.)? 40% of the parents that responded said more than 3 times. We will increase the percentage of parents responding from 40% to 45%, an increase of 5% by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher teams invite parents to Quality Circle meetings and ask parents for their input. Student Action Plans are co-designed and periodically reviewed.	Students Parents	September 2014 – June 2015	Principal Assistant Principal Guidance Counselors Teachers
A partnership with the Leadership Program has provided monthly parent workshops selected in response to letters sent to parents last year.	Parents	October 2014- June 2015	Parent Coordinator Leadership Program Coordinator Assistant Principal
Parents are invited to after-school events: What is Advisory? Planning for College; Holiday Night of the Arts; Spring Night of the Arts; and How Can I Help My Child?	Parents	September 2014 – June 2015	Parent Coordinator Guidance Counselors Teachers

			Students
Jupiter Grades are updated daily and parents/guardians are given an orientation on how to use the system. Communication by Jupiter Grades is encouraged.	Parents	September 2014 – June 2015	Teacher Coordinator Assistant Principal Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources to purchase Jupiter Grades, teacher per session for planning, preparing and chaperoning after-school parent activities, time within the school day for teacher team meetings, and resources to purchase monthly parent workshops facilitated by the Leadership Program

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

C 21 Grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Administration will review attendance sheets for all events. Parent coordinator will provide feedback on outreach and responses. The school will form an inquiry parent outreach team to determine causes of unresponsiveness, as well as plans and future activities to increase attendance.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Level 1 students, ELLS, SWDs	Achieve3000	Small group	During school day
Mathematics	Failed Algebra Regents	Regents Prep	Small group	After school
Science	Failed Living Environment Regents	Regents Prep	Small group	After school
Social Studies	Failed Global and US History Regents	Regents Prep	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated services on IEP	Special Education Teacher Support Services (SETSS)– Resource room	Small group	During school day

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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 and our senior teachers. 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

2b. 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).

Professional development for teachers (including paraprofessionals, guidance, deans and social worker) is detailed in the above narratives in some depth. Professional development for school leaders is provided by the network (bi-monthly coaching sessions with the network achievement coach and monthly meetings) and the superintendent (four coaching sessions a year from the leadership coach and one session year professional conversation with the superintendent.)

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The professional development team designed a tool for teachers to gather student performance information “in the moment” which is aligned with our grading policy. Professional development was provided during the conference days in September 2014 and this is continually reexamined in coaching and post-observation feedback sessions..

Professional development and one-on-one coaching are continually being provided to enable teachers to listen thoughtfully to students. The instructional focus was designed to provide venues for students to have their voice heard and to give teachers rich and immediate data to gauge their students’ level of understanding.

Common assessments are also discussed in grade team and discipline meetings.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$339,417	X	PAGE 27

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$127,584	X	PAGE 15, PAGE 19 PAGE 27
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200		PAGE 19
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,365,529		PAGE 17

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Richard R Green High School of Teaching]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Richard R Green High School of Teaching]** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Richard R. Green High School	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
Total # of ELLs to be served: 28
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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 push-in and self contained classes: We currently serve 28 students in our ELL program. Student placement in the ESL program will be based on the NYSESLAT/NYSITELL results. Students at the Intermediate level receive 416 minutes per week and Advanced level students receive 208 minutes per week. Advanced students also receive 180 minutes of ELA instruction. At the moment we do not have any beginners. If we have students in the future, they will receive 624 minutes of instruction. 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 NYSITELL 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. The ELL teacher works with supervisory staff and administration in review of teacher assessments, Regents assessments and other performance 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 offer supplemental ESL classes that service 28 students. We envision our Title III program to support our students to better address their needs and improve performance on the NYSESLAT exam and Regents examinations, and College Readiness.

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 December 2, 2014 to June 11, 2015. The program will take place two times a week, Tuesdays

Part B: Direct Instruction Supplemental Program Information

and Thursdays, from 3:05 pm - 5:05 pm for a total of 44 sessions. Saturday Academy classes will run for 8 weeks in the Spring semester from April 18, 2014 - June 13, 2015. The Saturday enrichment program will be offered to students from 9:00 am -1:00 pm. A supervisor will be paid out of Title III funds for three of the eight weeks the Saturday Academy since this is the only program running in the building at the time. The focus of the supplemental program is skills development in English. The extended day program will focus on language acquisition and development incorporating the four language modalities reading, writing, listening and speaking. The Saturday Academy will focus on ELA units that complement units of study during the school day. The ESL teacher will teach the enrichment class on Saturday. The ESL teacher pushes into the ELA classes during the day. Both the Extended Day classes and Saturday Academy will be open to all language levels of ELL students. Bilingual dictionaries as well as supplementary textbooks will be purchased with Title III funding. English 3D and academic vocabulary textbooks by Kinsella will be purchased for the after school enrichment program. They will be utilized to introduce high interest reading material to develop lessons incorporating all four language modalities. Anthology textbooks containing various genres will be utilized to complement the current genres the students cover in the ELA classes in order to provide skills enrichment.

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 Common Core tasks.

One certified English as a Second Language teacher will deliver the instruction. We expect students that participate in our Title III programs will demonstrate a 5% point gain on their NYSESLAT scores.

To supplement the additional instruction and as resources for professional development, texts, such as English 3D, Academic Vocabulary, NYSESLAT Preparation books, 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 after school ESL and Saturday classes will support one teacher. 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, NYSESLAT preparation books, picture 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: The teacher working in the Title III program is strongly encouraged to attend professional development facilitated by the CFN. 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. Since all 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 and College Readiness.

Teacher Professional Development by outside providers are listed below:

CFN- English Language Learners - 9/12/2014 - 12:00 am -4:00 pm

Using Theater Strategies for ELLS - - Summer 2014

Mapping 21st Century Project Based Learning - Fall 2014/2015

Google Apps for Education - Fall 2014/2015

Digital tools for Differentiated Teaching - Fall 2014/2015

Professional development for the school staff:

Topic: Incorporating Drama strategies into lessons across content areas -

Rationale: To provide teachers with tools and strategies to support kinesthetic learners, ELLs as well as increase student engagement.

Date: 10/29/2014

Provider: Robert Niewiadomski, ESL teacher

Topic: Incorporating digital tools into instruction to promote differentiation

Audience: 10th grade teachers who work with ELLs.

Rationale: To provide teachers with digital tools (interactive applications, websites etc.) to differentiate instruction in order to provide entry points into the content for all students. Increase

Part C: Professional Development

engagement, collaboration as well as digital literacy.

Audience: 10th grade teachers who work with ELLs.

Date: 1/12/2015

Provider: Robert Niewiadomski, ESL teacher

Topic: Modifying instruction for Auditory and Visual Learners Across Content Areas

Rationale: To provide teachers with tools to support students with different learning styles

Date: 12/1/2014

Provider: Robert Niewiadomski, ESL teacher

Audience: 10th grade teachers who work with ELLs.

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

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 We have a new Partnership with the Leadership Program that is facilitating monthly parent workshops. the monthly workshops will take place in the school cafeteria from 5:00 - 6:30 pm. Workshops were selected based on parent feedback from the prior year.

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.

Part D: Parental Engagement Activities

o Provide, when necessary metro-cards for parents to travel to and from the school to participate in school events.

Additionally, Parents of ELLs will be invited to attend the workshops listed below:

Citywide Council on English Language Learners - 11/6/2014 - 6:00pm

NYC Parent Academy - Be Involved in Your Child's High School - 11/15/2015 - 8:00 am - 1:00 pm

Citywide Council on English Language Learner - Parent Conference for ELLs - May 2015

How can parents supports their ELLs children academically at home -1/6/2015 provided by Robert Niewiadomski, ESL teacher

College Search for ELL Parents- March 3, 2015 provided by the Leadership Program

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.

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: \$ _____

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	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	3	2		7	0	3	23		15	33

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	3	2	0	7	0	3	23	0	15	33
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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	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
Intermediate(I)										8	6			14
Advanced (A)										10	6	2		18
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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 (Rtl) framework (for grades K-5). (see [Rtl 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 Universal 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 intermmidate 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' cumulative 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 Language 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 ntitlement 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 tranfer 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 administers 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 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. *i*
- 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 teaches incorporate skills based learning strategies into their lesson, including literacy based intruactional 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

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

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

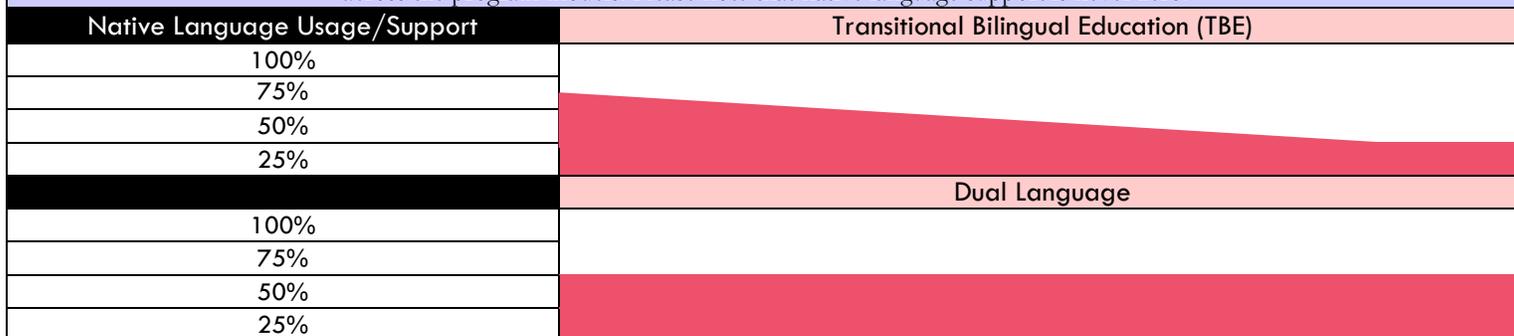
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 are 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.

