

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K454

School Name:

GREEN SCHOOL: AN ACADEMY FOR ENVIRONMENTAL CAREERS

Principal:

CARA TAIT

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Green School School Number (DBN): 14K454
Grades Served: 9-12
School Address: 223 Graham Ave
Phone Number: 718-599-1207 Fax: _____
School Contact Person: Cara Tait Email Address: CTait2@schools.nyc.gov
Principal: Cara Tait
UFT Chapter Leader: Kyle Van Nort
Parents' Association President: Maureen Dantzler
SLT Chairperson: Cara Tait
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Stephanie Vega
Student Representative(s): Chynna Rios
Carrington Dantzler

District Information

District: 14 Superintendent: Lashawn Robinson
1150 East New York Ave Suite 304
Superintendent's Office Address: Brooklyn, NY 11212
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718-363-7436 Fax: 718-778-3585

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: (347) 225-5119 Fax: 718 935-2382

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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Cara Tait-Fanor	*Principal or Designee	
Kyle Van Nort	*UFT Chapter Leader or Designee	
Maureen Dantzler	*PA/PTA President or Designated Co-President	
Angela Rodriguez	DC 37 Representative (staff), if applicable	
Stephanie Vega	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Carrington Dantzler	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Chynna Rios	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Toby Levine	CBO Representative, if applicable	
Justin Soderholm	Member/Teacher	
Sloan Haughton	Member/Teacher	
Mirna Bierto	Member/Parent	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Green School Mission

Our theme of sustainability is applied broadly to encompass environmental, social-justice, and identity-development issues. We have 4 Sustainability values that infuse our curriculum (sometimes explicitly and sometimes explicitly): **Sustainable Self** - We take care of ourselves in ways that strengthen our lives and the life of our planet. We always look for new ways to understand ourselves, to improve and to grow. **Sustainable Relationships** - We take care of our relationships in ways that strengthen communication and peace. **Sustainable Community** - We contribute positively to our school community in ways that strengthen the learning environment, emotional environment, and physical environment. **Sustainable Society & Planet** - We contribute positively in our neighborhoods and the world in ways that strengthen people, places, and the natural resources of our planet.

The Green School was founded on the belief that authentic learning opportunities include opportunities for students to collaborate with one another, and also connect to the world and environment. Both students and staff engage in collaborative inquiry opportunities to improve learning.

Green School Special Populations

The Green School services a diverse population. 28% of our population are English Language Learners and 18% are Special Education students.

Framework for Great Schools Improvements

When looking at the improvements that were made this year, we continued to improve on our rigorous instruction, moving from a Developing to a Proficient in Quality Review Indicator 1.1 Rigorous and Coherent Curriculum.

Also, on this year's Frameworks Report, we earned an "excellent" under the sections of School Leadership and Trust. We have been working on continuing to develop our culture of collaboration among teachers and also continue to work to increase our academic rigor in our lesson design.

14K454 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	280	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	8	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	1
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.4%	% Attendance Rate			77.6%
% Free Lunch	81.4%	% Reduced Lunch			4.3%
% Limited English Proficient	18.3%	% Students with Disabilities			22.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			41.5%
% Hispanic or Latino	55.5%	% Asian or Native Hawaiian/Pacific Islander			1.2%
% White	1.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.74	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.6%	% Teaching Out of Certification (2013-14)			16.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			5.4
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	47.9%	Mathematics Performance at levels 3 & 4			41.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	85.9%	% of 2nd year students who earned 10+ credits			63.8%
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate			50.5%
6 Year Graduation Rate	76.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	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		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		NO
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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	NO			
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	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

In preparation for the CEP we looked at the following data points:

- Scholastic Data including course pass rates
- Regents pass rates for the last two years
- Quality Review feedback for the last two years
- Teacher Data Analysis Documents

Strengths

- Improved our curriculum to develop strong CCLS aligned tasks , as indicated by our Proficient on the Quality Review
- Improved performance on the United States History and English regents exams
- Trimesters have improved the amount of students that are on track for graduation in relation to credits
- Increased rigorous course offerings through the AP Expansion and College Now partnership

Needs

- Increase course pass rates
- Increase regents pass rates, particularly around Global History and Math to reflect the averages of our Peer Index

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to increase college and career readiness and scholastic achievement, by June of 2016, 85% of our students will see an increase of at least one level on internally created assessments, which will be measured by school developed rubrics in reading comprehension through appropriate evidence, structure and analysis.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>Learning Partners: To build a partnership with a similar setting school in order to enhance student enrichment through school visits, model teaching and increased cooperative planning. This will be an opportunity for new ideas, incentives and interactions that will grow our learning environment</p>	<p>All teacher staff</p>	<p>August 2015 – June 2016</p>	<p>Administration, Model Teachers and Department Leaders</p>
<p>Subject Team: Within discipline and interdisciplinary teams there will be shared ideas, projects and data analysis in order to improve student test scores, skills and attendance through engagement</p>	<p>All teacher staff</p>	<p>August 2015 – June 2016</p>	<p>Administration and Department Leaders</p>
<p>Teacher 360: With purposeful grouping of teacher staff, small groups of mixed grades and content speciality will work together throughout the course of a trimester providing and receiving constructive feedback on a specific unit to further target student rigor and accessibility. Through analysis of unit design, lessons and student work</p>	<p>All teacher staff</p>	<p>August 2015 – June 2016</p>	<p>Administration and Coaches</p>
<p>Diagnostic and Periodic Assessment Loop: A calendar based around our trimester schedule will unify the school's time period in which diagnostics, midterms and finals will be administered and based on developing the same skills throughout the year.</p> <p>As we work to develop action plans, based on the skill needs identified we will ensure that during all Parent Teacher conferences, and parent meetings, we are supporting the expansion of understanding of the CCLS with our families.</p>	<p>All teacher staff</p>	<p>Date August 2015 – June 2016</p>	<p>Administration and Department Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Department Leader Positions: To help ensure the work we are doing is meaningful, we will have biweekly meetings with department heads that will be held after school.</p>

As a result of our involvement in the Learning Partner's Plus program we will have 3 model teacher positions. They will be responsible for the success of our work and our bridge for the work produced with other schools.

Professional Development time will be used for biweekly meetings on lesson study and our 360 model in interdisciplinary teams.

We have hired an additional ESL teacher to ensure we are providing adequate support for our Bilingual Academy.

Through our Community School's presence we are now allowed to have advisory also be a part of their responsibilities in order for our teachers to have additional planning time for lesson studies and professional development.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Every trimester, teachers will conduct two lesson study observations. During observations they will collect evidence on student skills related to reading comprehension through appropriate evidence, structure and analysis. Following the observations, they will examine internal assessments to see if there is improvement. At the end of every trimester, they will disseminate their findings in whole staff lesson study gallery walks.

January Regents: At this point, all staff will do a thorough item analysis and check that there is an overall increase in the multiple choice section of the Common Core English Regents and base scores of the argumentative writing. We will also analyze the Document Based Questions from both history exams for an increase in students' reading comprehension.

March 2015 marks the end of the 2nd trimester and at this point the Principal and Assistant Principal will do a review of teacher's unit plans to ensure all classes have incorporated meaningful and purposeful instruction aligned with school goals and expectations. We hope to see alignment to our school's goals and expectations in at least 80% of unit plans by March. This will act as the mid-point benchmark.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

In preparation for the CEP we looked at the following data points:

- Attendance data for the last two years
- Learning Environment survey
- Framework for Greater Schools Report
- OORS Data
- Quality Review
- Danielson data

Strengths

- Over the last three years we have moved away from suspensions and toward a Restorative Justice approach. As a result, we have seen a consistent decrease in Level 3 and Level 4 infractions according to our OORS data.
- Our parents and students both indicate that they are supported by staff members
- Students reported that they feel safe inside of our school
- College and career readiness credit has been awarded for our ELA proficiency
- Increased student leadership opportunities including Student Ambassadors and Peer mentors that support the freshmen classes through advisory
- Students reflect on their progress and continue to grow

Needs

- An increase in student ownership over their own learning
- Increased long term planning towards college and career readiness

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to increase college and career readiness and to continue to challenge our learners, by June of 2016, 80% of our students will have completed at least one student-led parent teacher conference.

Part 3 – Action Plan

Whi

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
While conference in November, may primarily will be staff led, conferences in November will include student assessment of their own progress and well as action steps that students have planned for the upcoming trimester.	Students and parents with the support of their teachers	November	Teachers in their roles of advisors
Student Led conferences in March are completely student lead and include student assessment of their own progress and well as action steps that students have planned for the upcoming trimester.	Students and parents with the support of their teachers	March	Teachers in their roles of advisors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Partnership with St Nicks Alliance will support our students in the development of their portfolios (grant funding)
- Grade Team leaders that will support the coordination and implementation of student led conferences
- Additional guidance counselor that will support the coordination and implementation of student led conferences

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- We will compare November's parent conference attendance to that of last years to see if there is increased participation in the number of parents who attended

- We will compare the scholastic data of students who complete their conferences with those who do not.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

In preparation for the EP we looked at the following data points:

- Trends in Danielson Data
- Quality Review Feedback
- Internal Teacher Reflections
- Learning Environment Survey

Strengths

This year, The Green School has drastically reorganized our Professional Development structure. Our focus was on student engagement through accessibility, relevance, and challenge. In order to do this, teachers were placed in interdisciplinary groups to share best practices through our “360 cycle.” In this cycle, teachers were placed in interdisciplinary groups where they had to share student work, give and receive feedback on unit plans, and then reflect on their practice. Teachers share these practices at the end of each cycle, and we have seen all teachers having far closer alignment of their teaching strategies and pedagogical structures.

Needs

Over the past year, we have been trying to increase interdisciplinary collaboration in persuasive writing. One challenge we continue to face is students’ lack of ability to use textual and data driven evidence to support their claim. In order to support this need, we want to encourage more interdisciplinary planning and inter-visitation. Through our participation with the Learning Partners Program, we will appoint model teachers whose classrooms will act as a teaching laboratory. And with this partnership, we will not only improve collaborative teacher practices, but also whole school habits of mind.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, 85% of our teachers will have engaged in a collaborative Lesson Study Cycle and revised their unit plans to include instruction in persuasive writing and using textual or data driven evidence to support their claim.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<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>In August, all teachers will attend a summer PD on persuasive writing using textual or data driven evidence to support their claim.</p>	<p>All Teachers</p>	<p>August 2015</p>	<p>Principal, Assistant Principal, Department Heads</p>
<p>During the school year, teachers in each department will engage in three lesson study cycles. These cycles focus on one teacher in the department and involve teachers identifying the skill they are focused on, analyzing student work, commonly planning 2 lessons, observing and debriefing the lessons, and revising unit plans based on lessons learned.</p>	<p>All Teachers</p>	<p>Principal, Assistant Principal, Department Heads</p>	
<p>At the end of each trimester, teachers will engage in a consultancy protocol to present the strategies their departments tried and receive feedback from other departments.</p>	<p>Model Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, 8 Model Teachers</p>
<p>Parents will be informed of the work of the Learning Partners as well a progress during PA Meetings</p>	<p>Families</p>	<p>Throughout the year</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>- Model teachers through the Learning Partners Program</p> <p>- Department Heads</p> <p>- Per session for planning time</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

- We hold biweekly meetings with department heads to analyze the effectiveness of this work.
- We give out surveys to teachers at the end of each year to evaluate the success of Lesson Study.
- During our observations of teachers, we continually look for ways they are implementing these strategies in their work.
- Teachers give internal assessments at least twice a term to see if the strategies they are trying are successful.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Successes:

- One of the major successes of our school in Effective School Leadership is the culture of inclusive leadership. In We have created several avenues to ensure that various constituents have input in the school decision making process. We have monthly consultation committee meetings made up of counselors, teachers, and the Community Schools Liaison that brings issues up to leadership and brainstorms solutions. We have weekly full staff meetings to ensure the cabinet hears from a variety of staff voices. There is a student leadership that regularly presents ideas to administration. In addition, the principal and assistant principal meet biweekly with department heads to hear about academic concerns. Administration meets once a week to review upcoming issues, plan staff meetings, and meet about students. These structures have created a feeling of shared responsibility and ownership over the school. This is evident in our Framework for Great Schools Report of 2014, where we received a “Excellent” in the category of School Leadership, as well as a Proficient in this category on the Quality Review.

Needs:

One core need of the school is create a career ladder for teachers in this school. At this point we have four department heads, however, we have many teachers who have been here for several years and we want to create more opportunity for leadership for these teachers. Next year, we will have 3 model teacher positions through the Learning Partner’s Plus Program. Our goal is for these model teachers to adopt a learning stance, effectively host school visits, articulate our schools teaching philosophy to other educators and share their best practices with their peers at other schools.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, 50% of our teachers will have hosted a teacher led professional development opportunity including a staff led pd or school visits where they have shared best practices with other schools, collected materials and shared them with visiting teachers. We will see evidence of shared practices being tried in at least 85% of teachers, as evidenced through observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<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>Over the summer, we will hold a retreat to train our model teachers and build relationships with our partner schools to foster this work.</p>	<p>Model teachers</p>	<p>July and August</p>	<p>Learning Partners and Administration</p>
<p>“Learning Walks” where lead teachers classrooms are showcasing best practices aligned to the Green School’s instructional focus</p>	<p>Model teachers and teacher staff</p>	<p>Throughout the school year</p>	<p>Model teachers and administration</p>
<p>Teacher led pd based on highlighted teacher strengths and best practices</p>	<p>Teaching staff</p>	<p>Throughout the year</p>	<p>Teachers and administration</p>
<p>Teachers will share their findings at PA meetings throughout the year</p>	<p>Families</p>	<p>Throughout the year</p>	<p>Teachers and administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>- Per Session</p> <p>- Model Teachers through the Learning Partners Program</p> <p>- Department Heads</p> <p>- Funding for Instructional Coach</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- We hold biweekly meetings with department heads to analyze the effectiveness of this work.

- We give out surveys to teachers at the end of each year to evaluate how they felt about the shared leadership. We would like to see improvement in teacher reported feedback in at least two domains.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

In preparation for the CEP we looked at the following data points:

- Learning Environment survey
- Framework for Greater Schools Report
- Focus Group Feedback from CBO

Strengths

- Our parents and students both indicate that they are supported by staff members
- We have built several partnerships including the in-house clinic through Woodhull Hospital, as well as Interborough Counseling Services
- Community Partnership Fair that provided families with access to resources

Needs

- A clear understanding of the resources that our families need
- On-going opportunities to provide families with these services

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through our partnership with St Nicks as a result of the Community Schools, we will develop a Family Resource center, including morning and evening hours, that provide families with the resources that families need, as indicated through surveys and family focus groups that is up and running by February and has been used in some capacity by at least 40% of families by June.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>Parent Survey conducted to best capture needs</p>	<p>Parents</p>	<p>September</p>	<p>Community Schools and Guidance Team</p>
<p>Launch of Family Resource Center</p>	<p>Parents</p>	<p>October</p>	<p>Community Schools Team</p>
<p>Surveys to assess success of resource team</p>	<p>Parents</p>	<p>March</p>	<p>Community Schools Team</p>
<p>Work Plan created as a part of the community school expectations is revised and shifted as need be</p>	<p>Parents</p>	<p>throughout the year</p>	<p>Community Schools team and administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>																										
<p>This is completely funded by the Community Schools Grant, which is why we selected "other"</p>																										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>																										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>						<p>Title II, Part A</p>							<p>Title III, Part A</p>								<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>						<p>PTA Funded</p>							<p>In Kind</p>	<p>X</p>							<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Surveys for families throughout the school year. The first survey will be taken at parent teacher conferences in November in order to ensure that the resource center aligns to the needs. The center will be ready for use with a launch at the end of February/first week of March. We will track usage per month with homes of at least 25-30 families using the resources (both in person or online) between March and April, and ending the year with at about 100 families using/perusing resources (either online on in person).</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 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)	Low 8 th grade scores and internal teacher assessments, history of failing classes.	Explicit instruction in learning strategies and repeated readings.	Small group and one-on-one pullout	During the school day, after school.
Mathematics	Low 8 th grade scores and Regents scores in Mathematics, internal teacher assessments, and history of failing classes.	Explicit instruction in mathematical habits of mind and remedial mathematic skills instruction.	Small group and one-on-one pullout	During the school day, after school.
Science	Low 8 th grade scores internal teacher assessments, and low Regents scores.	Explicit instruction in learning strategies	Small group and one-on-one pullout	During the school day, after school.
Social Studies	Low 8 th grade scores, internal teacher assessments, and low Regents scores.	Explicit instruction in learning strategies	Small group and one-on-one pullout	During the school day, after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on interviews and assessment of student needs during one-on-one conversations and advisory.	One-to-one socio-emotional supportive counseling using Motivational interview strategies	Group and one-on-one	During the school day, after school.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<p>In order to create interesting, engaging lessons for students that make them want to attend school, we recognize the need to have highly qualified teachers at Green. We have organized a hiring committee. This committee has hosted several hiring events and also requires our candidates to go through a rigorous hiring process. We have held open houses when we invite prospective teachers to tour the school. These are student run and give candidates a sense of our students and school community. Furthermore, all candidates have presented mini-lessons to our students afterschool and participated in a roundtable reflection on their lessons. Through these processes we are ensuring we have high quality teachers committed to improving their instructional practices. Once teachers are hired, we host a summer PD and then monthly meetings for new teachers. We are creating an internally funded model teacher position who will be working intensely with new teachers throughout the school year around classroom management and planning. We also structure our program to ensure new teachers can co-teach at least one class.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>We provide professional development to our teachers through our lesson study format. Teachers collaboratively examine student work, create lessons, teach, analyze work again, refine their lessons, and engage in collaborative processes to improve teaching. We also have a weekly staff meeting where we discuss youth development principles and issues pertinent to the school. Every summer, we pay teachers to come in and do additional training around lesson planning. Finally, the principal and assistant principal purposefully divide teachers to provide supervision aligned to the lesson study. This work involves not only observations, but planning sessions, examination of student data etc.</p>

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.).

N/A

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.

Our school is fully committed to empowering teachers in using and selecting multiple assessment measures. Since opening, our school has designed our own assessments, using a teacher and department created outcome-based grading system and teacher designed assessments. Teachers regularly review their outcome rubrics and student work in their departments to ensure the skills they are assessing are the appropriate level. After each Regents, departments conduct an item analysis and use this analysis to revise their outcomes and assessments.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	213,873.00	X	Section 5B, 5C
Title II, Part A	Federal	0		

Title III, Part A	Federal	11,200.00	X	5B, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,058,539.00	X	5B, 5C, 5D

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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’s Title I Parent Advisory Council (PAC) 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. **[The Green School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[School name]** 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, School Quality 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) Template

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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: <u>The Green School</u>	DBN: <u>14K454</u>
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>49</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____ In an effort to increase ELL achievement on the regents exams _____, we have designed a Direct Instruction Supplemental Program to address the needs in a variety of ways:

-
• After-school enrichment taught by the ESL certified teacher (grades 9-12) will be held on Mondays and Tuesdays from 2:50-4:30 p.m. The program begins in October and will continue through May and will meet for a total of 30 sessions. The program will focus on students developing lifelong learning skills of independent and small group study, supporting the skills of reading, writing, listening, vocabulary, grammar and conversation.

-
• Students that are designated as beginner or intermediate are allowed to complete projects in their native language and then translate them using internet sources with the support of the ESL certified teacher.

-
In addition to the work that is done with our ESL and Content teachers, students also have bilingual supplemental instruction in Math offered on Monday and Friday mornings from 7:30 to 8:30 taught by the Bilingual Math teacher, who is certified in Bilingual Mathematics. Math program serves 10-15 students targeted by _____ teacher. This program also begins in October and will continue through May, and will meet for a total of 30 sessions. Supplemental instruction will include explicit instruction on solving word problems, using the problems' underlying structure and the structural connections between known, familiar word problems and unfamiliar, new problems.

-
We also offer students access to multiple computer-based programs during the afterschool program, so that they can get support from the ESL teacher including:

- Rosetta Stone which is available on computers for students to support language acquisition
- Castle Learning which is an online regents program that has assignments for all regent exams in English and Spanish.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ Both our ESL teachers and our staff have expressed a desire to better service our ELLs. Our ELLs have struggled on regent exams. We hope that with increased PD, all staff members can incorporate strategies to increase student achievement. As a staff we are working on increasing student engagement through accountable talk and student centered classrooms.

Part C: Professional Development

-
1. From September through June, our ELL and social studies Teachers (7 teachers) meets on the bi-weekly basis from 3-4pm on Thursdays with our Network Instructional Support Specialist. During these meetings we discuss the strategies that coaches will share with departments. At the start of each trimester, (September through November - Pre-Reading Strategies, December through February-Strategies During Reading, March through June Post-Reading strategies).
 2. Our ELL teachers have bi-monthly meetings (October, December, February, April, and June) scheduled with our network ELL specialist. The ESL and two bilingual teachers attend these meetings from 8:30am to 3:00pm on the 1st Friday on the scheduled month. Topics are: October-Ways to increase verbal interaction in classroom activities; December-Ways to contextualize language during instruction; February - providing comprehensible input; April - Developing academic language; and June - iPad Apps for English Learners.
 3. The ELA, Social Studies and Science teachers (8 teachers) will receive professional development texts and coaching on strategies for ELLs as well as reading strategy from our Network ELL Coach, literacy coach, and assistant principal twice a month, on a four Wednesday cycle for the duration of the school year (September through June). Coaches will work with teachers on strategies by demonstrating strategy while teacher (s) observe- 1st Wednesday of the month, teacher will plan with coach - 2nd Wednesday, coach observes teacher - 3rd Wednesday and the last Wednesday of the teacher and coach debrief lesson.
 4. Social studies, science, ESL, and bilingual teachers (10 teachers) will receive additional support from our Network ELL Coach on using low level texts in English to support students' development of literacy and content areas skills. Books include "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons, "Learning to Learn in a Second Language" by Pauline Gibbons, and "Making Content Comprehensible for English Learners: The SIOP Model. This professional development will take place during the professional development time (8:15am - 8:55am). Every other Monday, one of the 8 components of the SIOP Model is discussed and a set of strategies demonstrated. The SIOP Model will run for 10 weeks from September 22nd through February 13th. The other two books will be read and discuss through a book study format session led by literacy coach. These book studies will run from March 1st through June 22nd every other Monday during professional development time.
-

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In order to foster a sense of community, we truly try to make an effort to make sure that parents are welcomed into the community from the start. We hope that through activities that are accessible to all, families will see our school as a resource for learning and services.

-

1. Prior to the school year started, because the ESL teachers reached out and introduced themselves to the parents.

-

2. This year, our school is having several ELL trips to support their content area classes. Earth Science

Part D: Parental Engagement Activities

students will be visiting the Museum of Natural History. Global History students will be visiting the Metropolitan Museum of Art. The Biology students will be visiting the Botanical Gardens. During these students will be connecting their experiences with their class content, build english language skill sin pre, during, and post activities, and be experiencing american culture. The school is purchasing additional tickets so that parents are able to accompany students on these trips. During these trips, the ESL teacher will be using this as an opportunity to familiarize new comer parents with the public transporation system as well as free cultural events around the city. The trips mentioned are for our newcomer ELL students and their parents. These trips will be in the Spring and the team is finalizing the dates and schedule.

3. There will be ELL monthly parent meetings ,2014-2015 theme "Help! I am raising a teenager!" ,(3rd Thursday of the month) that both cover topics and activities in which parents are proactive and partners in education as well as their own intereset in education and their child. The workshops are all provided by our ELL staff.

We are creating a family bilingual library from which parents and students are encourages to borrow the same books to read and discuss at home.

5. This year, the College Counselor is hosting a special Financial Aid night for parents of ELL students in February specifically for students who may not be here legally or may need additional support with the FASFA process. Translation and interpretation services are provided to parents during this session.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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. 	_____	_____

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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Cara Tait	Assistant Principal Nathan Affield
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Gina Sclafani	School Counselor Amarilis Aguerta
Teacher/Subject Area Tercido Batista	Parent Stephanie Vega
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	264	Total number of ELLs	86	ELLs as share of total student population (%)	0.00%
------------------------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										1	1	1	1	0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	11
SIFE	11	Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (ELLs receiving service 7 or more years)	14

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	47	9	0	20	4	5	10	0	9	0
DL										0
ENL	4			1	1		4	1		0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

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 Spanish									23	21	25	21	5	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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										2	1			0
Chinese														0
Russian														0
Bengali											1	1		0
Urdu														0
Arabic										1		3	1	0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										20	26	17	1	0
Emerging (Low Intermediate)										1	1	6	3	0
Transitioning (High Intermediate)										3	2	1	2	0
Expanding (Advanced)										1		3		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total											1	1	2	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	21		7	
Integrated Algebra/CC Algebra		25		10
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment		27		11
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government		11		4
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
In addition to the NYSITELL, we use teacher generated assessments in order to assess literacy skills. Through this data we are able to see who might benefit from additional testing for SIFE supports, or who may need literacy support.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The majority of our students are coming to us far below grade level in their native language and this results in a continued to progress on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We have just become familiar with the AMAO and hope to begin to use it to set benchmark goals.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
Patterns that we notice is that our students are doing better are on the Math regents than the exams that require a significant amount reading and writing, particularly struggling with the Global Regents exam. After several attempts, students are successfully passing the English regents. School leadership works with teachers to look at ELL student progress and to track set benchmarks. This year we are workign to track progress more. The home language is used in direct support of English acquisition through our transitional bilingual program.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
 N/A
- How do you make sure that a student's new language development is considered in instructional decisions?

We are currently working to incorporate language objectives into all classes with ELL students. In addition, transitional bilingual teachers are deliberate in their choice of Spanish as a scaffold in order to support language development.,

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We define success through regents pass rates, analysis of NYSESLAT progress and now benchmarks set through use of the AMAO.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Our team determine whether students are new admits to the NYC Department of Education, and if so, parents are given the Home Language Information Survey to complete in their home language if available. When the home language is not available a translator, schools staff or from the NYCDOE office of Translation and Interpretation, is provided. The ESL coordinator/teacher conducts an informal interviews with the parent and child and assists parents in completing the HILS if a student is a potential ELL according to the HLIS. Students are then administered the NYSITELL within 10 days of enrollment by the ESL teacher. The Speaking portion is administered individually, and the Reading/Listening/Writing sections are administered in groups. Students who home language is Spanish as identified by the HLIS are given the NYSITELL as well. This is administered by a Spanish-speaking certified teacher (ESL or other). The NYSITELL test is scored to determine student's eligibility to ELL services
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

After initial interviews with students and families through the SIFE questionnaire, staff members also look at some initial writing sample for students, and determine if they are SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

During enrollment, part of the intake process is to determine if the student has an IEP or not. Once the student is determined to have an IEP, a program is designed that meets both language and IEP mandates.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The NYSITELL test is scored to determine student's eligibility to ELL services. For students who were found to be eligible for services, Eligibility Letters are sent out to parents informing them whether or not their child is an ELL. The letter also includes the student's level of English proficiency and it invites the parents to a Parent Orientation meeting which is held within 10 days of enrollment.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

The appeal information is included in the letter.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The parent orientation is held where parents are given given information on the 3 programs offered by the NYCDOE, and a video provided by the NYCDOE is shown. Parents then fill out the Parent Survey and Program Selection form indicating their choice of program for their child. Translation is provided to parents when needed.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The parents fill out the survey during the meeting.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Form completion is monitored by the ELL team

9. Describe how your school ensures that placement parent notification letters are distributed.
The letters are given to the students and mailed home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
We are now keeping copies of all materials.
11. 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.
It was administered in conjunction with all team members.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ELL team supports this.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parents are choosing to be a part of our transitional bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 1. Students in freestanding ENL travel in heterogenous groups. Because the vast majority of our students participate in our TBE-Spanish program, students in Freestanding ENL are programmed individually to meet their ENL mandates as per CR 154.2 as well as other needs such as less frequent language support (Bengali or Arabic), special education mandates or accelerated classes such as Advanced Placement or advanced math and science courses.
 - b. TBE program. *If applicable.*
TBE students are programmed in homogenous groups based on NYSESLAT/NYSITELL identified proficiency level and subgrouped based on scores within their assigned level.
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Entering- and emerging-level students take 2 - 58 minute periods of ENL instruction daily for a total of 580 minutes per week. Students identified as transitioning, expanding or commanding all receive one daily ENL course in addition to one 58-minute period of ELA. In addition, we offer mathematics, Global History, US History and science courses taught by bilingual teachers.

Transitioning and expanding students also take an integrated science course co-taught by a licensed science teacher and licensed ENL instructor. All students in our TBE Spanish program take one period of Native Language Arts instruction per day.
3. Describe how core content is delivered in each program model. 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.

In our transitional bilingual program, we foster language development through a balanced use of native language and language objectives.

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

Students take the Spanish LAB exam within 10 days of their arrival at the Green School. At the end of the year, they take the NLA exam provided by the DOE BAID. Throughout the year, frequent observations are made to ensure progress in lieu of standard tests, however the school uses uniform final exams for each trimester, taken by all students on a digital platform that is then analyzed by administration, inquiry and subject teams to identify patterns and move student achievement.

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

All entering students take the NYSITELL and are assigned a program based on the results. The NYSITELL is administered in small groups by an ENL-licensed specialist to capture further data about student abilities and needs. All ELL students are administered NYSESLAT and applicable Regents exams in January, May and June based on progress, coursework and mandatory timelines. During the year, administrator and peer observations are made to ensure progress in lieu of standard tests. The school's use of uniform final exams, taken by all students on a digital platform that is then analyzed by administration, inquiry and subject teams to identify patterns and move student achievement.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. Students identified as SIFE will be arranged in distinct sections, that mix with all students throughout the day, but are also given specific and targeted small-group instructional periods which utilize SIFE resources produced and distributed from NYC DOE sources, but also integrate materials to reflect the broad range of academic needs typical of SIFE students.

b. Newcomer students are arranged into specific sections and welcomed to the school community through parent meetings, camping trips and guidance intervention specific to their individual needs. Classes specific to newcomer students begin with strong foundations in the home language before branching out into the necessary English language skills the students will need to be successful in future academic coursework outside of their home language.

c. Developing ELLs need as much immersion in English as programmatically possible. We have used strategies including integration into all-English speaking content courses with the support of an ENL licensed instructor if schedules and mandated services permit. Students are expected to use English in class, but provided home language supports when necessary.

d. Long term ELLs receive ENL instructional time based on their levels in conjunction with CR 154.2. Classes are differentiated with access to home language-speaking paraprofessionals or content teachers with materials available in both languages and access to a variety of content resources including leveled readings from online sources such as Newsela.com and print materials such as native language dictionaries and glossaries.

e. Former ELLs work with licensed ENL instructors and are given continued servicing as per CR 154.2. We strive to support these students while maximizing their access to all of the rich academic options at the Green School including AP courses, College Now classes at CUNY-City Tech, high-level math and science coursework and our teaching assistants program, where they often serve as in-class resources for newcomers and developing ELLs. When needed, our ELL instructional team works to meet their needs with a variety of content resources including leveled readings from online sources such as Newsela.com and print materials such as native language dictionaries and glossaries.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Chart

Up to this point, we have not had any students readmitted to ELL servicing.

8. 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?
 Because of our increasing population of students identified with the classification ELL-SWDs, we have a series of courses taught by bilingual and Special education dual-certified instructors. In addition, we're utilizing paraprofessional at a greater rate to work one-on-one or in small groups with ELL-SWDs, by integrating both paras and students into Integrated Co-Teacher settings to offer the least restrictive environment.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Although we are a very small school we are fortunate to have a multi-skilled and mostly dual-licensed staff. With bilingual staff in all content areas, paraprofessionals who speak all languages seen in our student body and Special education instructors who speak the language of our most common newcomers, we have provided a series of content courses meeting the needs of students with mandated services in both ENL and IEP spheres.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
Chart INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

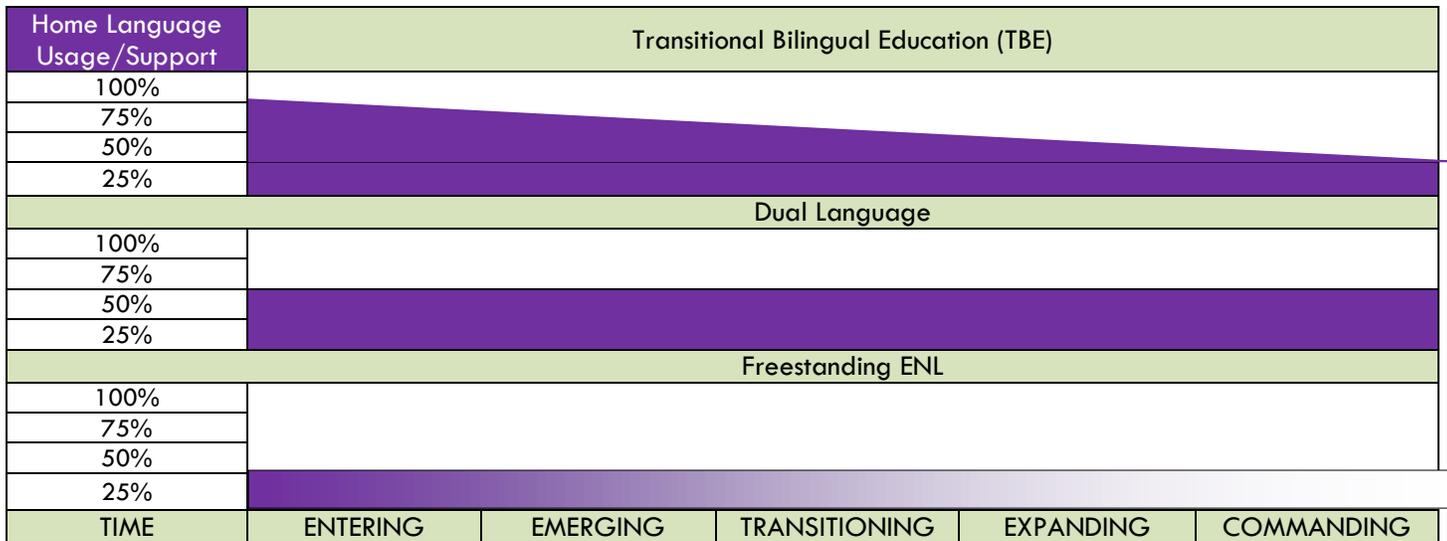


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
In mathematics, newcomer students were given two periods a day of Algebra instruction with a native speaker to assist in remediation of some of the many numeracy issues arriving in our student body. Our bilingual Global History teacher pushes into our advisory classes twice a week to work with small groups while our bilingual Guidance Counselor - who runs the advisory - conferences individually with students regarding their academic progress and social emotional needs. After school, tutoring is available from content teachers in home language and English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Although we always strive for growth and increases in achievement for ELLs and all of our students, we have seen remarkable performance among newcomer and other ELL students in recent years. Most notably are a near uniform annual increase on NYSESLAT scores and a large number of passing and college-ready scores produced on the Integrated Algebra Regents. In addition, our ELLs had a strong success rate on both ELA and US History exams last June.
12. What new programs or improvements will be considered for the upcoming school year?
We want to give ELL students more access and involvement in the community, namely through an internet bookshare and reading club with our local elementary school. Students will write e-books for children which will be shared with the local school digitally. In addition, they are part of a reader's club, reading books to local elementary students to give back to the community while engaging their own language skills. One teacher is planning to create a journalism strand specific to ELL students, bringing together literacy, current events, critical thinking and digital fluency by writing and publishing an updated website with news relevant to ELL students across the city. Another project will link our schools computer science classes with ELL instruction by training an ENL licensed teacher at the Flatiron School to bring career and technical instruction targeted at the ENL students.
13. What programs/services for ELLs will be discontinued and why?
Our ENL services are still in a real expansion phase as our population has grown exponentially in the last three years and continues to expand. Due to this trend, there are no programs we plan to abandon at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
One example of ELLs afforded all afterschool activities is the recent addition of our bilingual Guidance Counselor to the theater arts team. Due to an overwhelming demand from ELL students, this year's theater production will be The Heights a musical performed in both English and Spanish. Another example is our most recent heads of student government - both current ELL students at the time of their election - who campaigned in both English and Spanish. All afterschool event announcements are in both languages and office staff is entirely bilingual, disseminating information regarding events and activities effectively to all student and families.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELL content and ENL instruction uses a wide variety of sources including leveled texts from newsela.com, an iTunes University course built in-house by an ENL teacher that allows students to improve their English and their own pace with classroom support. Newcomers use the Milestones text and intermediate ELLs use Scholastic magazine texts. All ELLs access Continental Press leveled-content readers as test preparatory materials. Other electronic resources used include Duolingo and Rosetta Stone - which students are given access to for out-of-school purposes. iPads are used by all ELL students for their language resources and other web-based supports.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language instruction is primarily in Native Language Arts classes, although since the school employs native language teachers in all content areas - who recognize the important part bi-literacy plays in academic success regardless of the discipline - students practice writing, reading and speaking their home language throughout the school day.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Students progress through graduation requirements to match their scheduled classes with their appropriate age and grade level. Home country transcripts are carefully analyzed by the guidance team and appropriate credits from their former schools are added to transcripts.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We employ a bilingual Guidance Counselor who also serves as advisor to all ELL students, meeting twice a week to provide socio-emotional support for students in geographic and linguistic transition. Through our Community School partnership, we are also able to work with two bilingual parent success mentors, who engage ELL parents and encourage their direct activity with the school community.
19. What language electives are offered to ELLs?
ELL students have taken French instruction and are offered English language electives including literature and creative writing instruction. They hone language arts skills through our peer mediation programs and serve as teacher assistants and peer leaders in classes taught both in English and Spanish.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
This year's professional development is focused on supporting student literacy through text based accountable talk. This is an opportunity to support all learners, particularly our ELLs in language acquisition.
- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
This year the school has patterned with ReDesign, a consultant organization that is supporting our incorporation of literacy strategies and SIOP model.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff members have an opportunity to meet as a grade team to discuss issues that students are having and to come up with action plans. The students also have advisory that is taught by the bilingual guidance counselor. Advisory is designed to support young people in their transition to high school, and for some of our ELLs, in order to support them in the transition to this country.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
The professional planning time around incorporation the ReDesign model supports the intergration of the SIOP model and accountable talk strategies that are geared to support English Language Learners. Agendas for our PDs are kept on file. Additionally, our teachers have been taking advantage of professional development offerings coming out of the borough office, as well as the Office of English Language Learners.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ELL team hosts a parent night in the fall and the spring in order to discuss the goals of the program as well as how parents can support their students at home.

Records are kept on file.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

he parents are all invited to be a part of the Parent Association. We also strive to make sure that we have an ELL parent as an active participant on the PA to ensure their needs are being addressed. At the start of the school year, a parent involvement survey was sent home to parents where they ranked the types of things that they might like to be a part of including volunteering or workshops that they might want to be a part of.

Additionally this year we are going to host two ELL parent potlucks where parents can bring food and meet and mingle with one another.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We are a Community School and through our partnership with St Nicks Alliance, we are working to provide workshops that will support the needs of the families.
5. How do you evaluate the needs of the parents?
We evaluate parent needs through surveys and meetings. We also host a focus group once a year.
6. How do your parental involvement activities address the needs of the parents?
We bring in organizations that can provide resources that our families have expressed that they need.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14K454** School Name: **The Green School**
Superintendent: **Lashawn Robinso**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The primary alternative language for our parents is Spanish. We also have a small population of parents who prefer Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our Family Handbook, information about parent teacher conferences and PA meetings, progress reports, letters regarding particular student needs (conferences, suspension hearings) and any letters sent home from administration

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have one on one conferences with parents of students who may be struggling. We also have parent teacher conferences, and phone calls that are made home to parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The Green School is a small learning community, so the needs of the staff for translation services are clear. Staff are provided with in-house translation services by office staff, administration and teachers. We have also shared the Translation Unit information with teachers, but this is primarily used for larger whole school needs. Teachers are also provided with technology PD for on-line translation engines that assist in the translation of classroom artifacts such as assignments and rubrics as well as assessments.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In addition to using the over the phone interpreters, we also use outside vendors to provide translators for our families Parent Teacher Conferences.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We have already shared information regarding how to use the interpretation services over the phone, and are following up with a staff meeting during our Election Day PD regarding some of the other offerings that the DOE provides, particularly plugging the translation unit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All of the documents that need to be posted are currently posted in the school. The Parents Bill of Rights and guide to language access were included in our parent packet that we give out at the start of the school year.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Through our partnership as a Community School we are gathering feedback through surveys and parent focus groups. We have added questions around accessibility to the survey, to ensure that all families feel welcome and supported.