

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
David Raubvogel	*Principal or Designee	
Robert Ponce	*UFT Chapter Chairperson or Designee	
Avon Pinckney	*PA/PTA President or Designated Co-President	
Ana Figueroa	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jena Sandi	Student Representative, if applicable	
Barbara Crooks	Parent	
Kim Vogel	Parent	
Jeremy Watson	Teacher	
Jolan Nagi	Teacher	
Dior Rodriguez	Student	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Richard R. Green High School of Teaching (HST) is located on the Upper East Side of Manhattan, an extremely affluent neighborhood but does not draw students from the neighborhood. The HST community is comprised of a faculty that has genuine care for the student population, excellent teacher attendance and a mix of veteran, middle and newly certified teachers.

The vision and mission of HST are focused on success in college and beyond. All of HST's programs and supports are consistent with this mission and vision and are built upon the 3 E's (high expectations, active engagement in learning and improved expression). We have implemented three college support programs: College for Every Student (CFES), AVID and College Summit. CFES is a college awareness and motivational program. The program provides goal setting, community service, and mentoring and college readiness activities. In an effort to support the "middle" achieving students, we have incorporated AVID (Achievement via Individual Determination), a nationally recognized program designed to foster the skills necessary for students to be successful in the most rigorous courses and become college ready. To help seniors navigate the college admission process, we offer College Summit. This program guides seniors through the college application process, the college essay and exposes them to financial aid and scholarship opportunities.

For advanced students we currently offer four Advanced Placement Courses in English Language, English Literature, U.S. History, U.S. Government and will be offering AP Biology in September 2009. Over the past four years we have had eight students receive POSSE scholarships.

We also understand that many students need support and we have in place a three tier support structure; prevention, remediation and credit recovery. We believe most of our support effort should go into prevention. Our prevention initiatives include a Peer Tutoring Center, a Math Resource Center, the introduction of Individual Learning Plans (ILPs), and a Writing Resource Center. The Peer tutoring Center was spearheaded by students and is run primarily by the students. National Honor Society students as well as other student volunteers work with students in need of tutoring in all content areas.

After that our efforts go into remediation and credit recovery. Our credit recovery program supports students that were unsuccessful in the 9th grade and/or those students entering their second year of high school over-aged and under credited with literacy skill deficiencies. The program has been successful as 50% of student participants make up all credits missed in the 9th grade.

Richard R. Green was the first high school in New York City to serve students interested in pursuing a career in teaching. All of our students participate in a four year teaching program consisting of electives aligned with undergraduate college education courses. Eleventh and twelfth grade students have the opportunity to apply to internships at local NYC public elementary schools.

This school has the following extracurricular activities: Drama Club, Dance Club, Art Club, Student Government and Leadership, numerous clubs, and sports, including Boys' and Girls' Basketball Teams, Boys' Baseball and Girls' Softball.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Richard R. Green high School of Teaching				
District:	2	DBN #:	02M580	School BEDS Code #:	310200011580

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungrad. Ele.	<input checked="" type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					83.0	84.5			
Kindergarten									
Grade 1									
Student Mobility:									
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3					90.9	94.2	94.7		
Grade 4									
Grade 5									
Eligible for Free Lunch:									
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					79.3	78.1	74.7		
Grade 8									
Grade 9	238	228	224	Students in Temporary Housing:					
Grade 10	216	190	202	(Total Number as of June 30)	2006	2007	2008		
Grade 11	105	101	80		10	5	7		
Grade 12	149	143	112						
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary		1	1	(Total Number as of October 31)	2006	2007	2008		
Total	708	663	619		9	2	3		
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	71	19	1						
No. in Collaborative Team Teaching (CTT) Classes		54	69	Principal Suspensions	75	110	40		
Number all others	22	35	30	Superintendent Suspensions	53	30	29		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only	35	21	17	Number of Staff:			
# ELLs with IEPs	3	3	12	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	50	43	46
				Number of Administrators and Other Professionals	11	14	17
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals		tbd	
	35	37	40				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	.1	.3	.5	Percent more than two years teaching in this school	70.0	81.4	84.8
Black or African American	35.6	37.1	36.0	Percent more than five years teaching anywhere	52.0	69.8	78.3
Hispanic or Latino	56.8	56.1	56.5				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	3.0	3.7	Percent Masters Degree or higher	80.0	91.0	85.0
White	5.1	3.5	3.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.9	100.0	85.2
Multi-racial							
Male	29.7	32.6	32.3				
Female	70.3	67.4	67.7				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	√ 2005-06	√ 2006-07	√ 2007-08	√ 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		√ In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/>	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/>	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	IGS
	Math:		Math:	IGS
	Science:		Grad. Rate:	IGS

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	√	
Ethnicity						
American Indian or Alaska Native						
Black or African American				√	√	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				√	√	
Student groups making AYP in each subject				4	4	1

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade		Overall Evaluation:	√
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit		Quality Statement 5: Monitor and Revise	√

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

I. STUDENT PERFORMANCE TRENDS

Overall trends indicate incremental improvement in most categories but the school still lags behind similar schools in our peer group. The following categories summarize the trends over the last two to three years and highlight the areas where we need to improve.

1. **Credit accumulation** has been flat or has improved incrementally from 2006-07 to 2007-08. Approximately a third of students are still not acquiring 10 credits in their first and second years and one half in their third year of high school. From 2006-07 to 2007-08 credit accumulation for:

- 1st year students decreased slightly by .1%
- 2nd year students increased by 4.85%
- 3rd year students increased slightly by 1.8%

However, the school ranks under the 50th percentile against our Peer Horizon schools in all categories of credit accumulation.

2. **Regents results** for those scoring a 65 or higher have improved in Global History (22 % in 06-07 to 52% in 07-08) and these results can be seen in large jumps in our Weighted Regents pass rate. Other Regents results from 05-06 to 06-07 show a mixed picture.

- Students passing the ELA Regents with a 65+ increased by 15%
- Students passing the Math Regents with a 65+ increased by 9%
- Students passing the US History Regents with a 65 declined by 7%
- Students passing the Living Environment with a 65 increased by 1%
- Students passing the Earth Science with a 65 increased by 15%
- Students passing the chemistry with a 65 declined by 5%
- The Weighted Regents pass rate in science decreased.

3. **Special populations:** We have struggled with special populations and ethnic groups that comprise our lower third. The success rate of special populations such as ELL and Special ED, as measured by the metric of accumulation of 11+ credits, decreased last year by 16.4%. The success rate of Hispanics in the lowest third increased by 6.8% and those of blacks decreased by 2.7%.

4. **Graduation:** The number of Advanced Regents diplomas increased from 05-06 to 06-07. Our four-year graduation rate rose by 1.8%, while our six-year graduation rate declined by 10.2%. However, in both cases we improved relative to our peer horizon and the upper end of our peer horizon declined for the four-year rate.

5. **School Environment**

Our overall scores on the Learning Environment Surveys were mixed. The overall score on parent surveys shows a .7 decrease in communication. In both the communication and engagement categories we are below the 50th percentile compared to our peer horizon. Attendance has been steadily increasing and is running 5% ahead of last year at this time. Lateness to school has also declined. Scores on the student surveys increased across the board. All overall categories except communication showed an increase from 2006-07 to 2007-08 as listed below:

Academic Expectations: +.5

Engagement: +.7

Safety and Respect: +.5

II. ACCOMPLISHMENTS

1. **College Program:** Over the last three years Richard R. Green has built a comprehensive college awareness and readiness program. This program includes the integration of the CFES, AVID and College Summit programs. These programs have provided a broad base of college awareness and motivational activities as well as instructional and college readiness support. The overall effect of this program has been a large spike in the number of students applying for college, the number of students applying for four-year colleges and the number of acceptances into non-CUNY colleges.

2. **College partnerships:** In addition we have established college partnerships with a wide range of local and out-of-town colleges including: Hunter College, City College, Iona, Williams College, Marymount College, and Hartwick College. These partnerships include the use of Richard Green for field experiences in their Education Departments, summer internships for students and college level courses for Richard Green students that can be taken after school and on the weekends. An example of the latter is the College Now Program in partnership with Hunter College.

3. **Teaching program:** One aspect of the broadening of Richard Green's partnerships has been the restructuring of its teaching program. Richard Green's program now consists of theme-based courses, which are aligned with undergraduate pre-service teaching programs. This approach is considered state-of-the-art by our partners both in its specificity and design. The crown jewel of our program is our Internship Program, which offers field experiences to a select group of juniors and seniors. The program was recently highlighted on NBC News.

4. **Private partnerships:** Richard Green has also established partnerships with the Opportunities Network (OPNET) and Weil, Gotshal and Manges, a global law firm. The partnership with Weil was established through PENCIL and provides Richard Green with a non-secondary school partner that can expose our students to a broad array of other career options.

5. **Student support:** Over the last two years Richard Green has placed an emphasis on support for struggling students. We have a peer tutoring center run by students that has successfully helped students improve their academic outcomes. In addition, we have also placed an emphasis on student writing through our professional development series, "The Reality of Writing," which was co-written

and facilitated by our Aussie literacy coach and our APO. This series was presented at the NACSPE Conference in November 2007.

6. **Facilities:** Richard Green has also seen improvements in its facilities over the last three years. Through RESO A and other City Council funding, we have been able to put in place a new library and add a dance studio. We have recently received funding to build a state-of-the-art media center and computer lab.

7. **Technology:** Over the last three years Richard Green has devoted considerable resources to upgrading its technology. Every classroom now has a desktop computer and a SMART Board. We have upgraded our CAASS system and installed a POS system in our cafeteria both designed to streamline support operations such as attendance, lateness and the tracking of school food data. We have also installed flat screen monitors throughout the building, which has enabled us to share community news and events and reinforce important school messages and announcements to all students.

8. **PSAL sports:** Finally, we are very proud of both our girls and boys basketball teams. Despite the lack of a regular gym both teams went to the playoffs last year and our girls' team went to the city finals in the PSAL B Division.

III. AIDS

1. **Creative initiatives:** The significant aids that have been instrumental in our successes and our ability to offer creative initiatives to foster student success have included the continuing development of our CTT program, the AVID Program, the use of technology, the emphasis on writing including the "Reality of Writing" series and the Kaplan Regents Review Program.

2. **SSO support:** We are part of the Community Learning Support Organization and have been fortunate to have the opportunity to join a network of high schools, with a network leader and team and principals that are collaborative and supportive.

3. **Professional development:** Richard Green has dedicated two Friday afternoons per month in support of professional development. Through an SBO, students leave early, providing time for teachers to collaborate through grade and departmental meetings and receive direct training through internal best practices and from external sources.

4. **Dedicated and stable faculty:** The HST community is also one that has an extremely talented and dedicated faculty including Assistant Principals that have genuine care for the student population, excellent teacher attendance and a balanced staff that includes veteran, middle and new teachers.

5. **Grant funding:** We were fortunate to have received RESO A grants that supported our technology goals, allowed us to redesign our library and build a dance studio. These projects have allowed the school to provide more differentiated instruction, diversify our course offerings and provide academic support.

IV. BARRIERS

1. **Using data and setting short term goals:** One of the largest barriers to continued student success is the formalized and routinized use of classroom data by teachers in order to differentiate instruction. Although teachers use data informally, they need to formally capture data to set short term measurable goals.

2. **Creating common planning time:** Time and space are huge barriers for us in terms of giving teachers opportunities to case conference students and share best practices. We are continuing to review the programming matrix so we can further support the students and the faculty and to provide even more time for teachers to meet and collaborate during the school day.

3. **Facility:** The facility we are housed in is inadequate. It is an old elementary school building with an inadequate number of classrooms. The classrooms themselves are too small. The school is at 107% capacity, using a formula that assumes the classrooms are adequate for high school class size. The lack of space is a hindrance in reducing class-size and in the development and implementation of new classes. The facility is also lacking in that there is no gymnasium or auditorium. It is difficult to hold assemblies and impossible to plan activities for the entire student population at one time.

4. **Admissions process:** Another significant barrier has been the admissions process by which we now enroll students. The new process has led to an increase in the number of students entering the school that do not have an interest in the school's teaching program. This disinterest has led to overall academic problems for many of these students; they feel disconnected from the school and are in elective classes which have no meaning for them. This has led to a lack of success in their core academic classes.

5. **Parent involvement:** We have an extremely difficult time fostering parent involvement. Since our student population lives throughout the boroughs, parents rarely are involved except when a circumstance arises that directly involves their child. We are working with the School Leadership Team and PTA to develop initiatives to increase parent involvement and have had some small success in that there has been a slight increase in the number of parents attending PTA meetings.

6. **CBO involvement:** This school is located on the Upper East Side of Manhattan, an extremely affluent neighborhood but does not draw students from the immediate neighborhood. There are no Community Based Organizations (CBO) in the neighborhood that meet the needs of our students. Therefore, we must work with CBOs that exist in the neighborhoods where our students live. It is difficult for us to form these relationships as most CBOs have partnerships with the school in their geographic locations. This has been a struggle that has hindered the level of services we provide our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1: Increase credit accumulation in math for incoming ninth graders.

Supports will be developed to increase credit accumulation for first year students in Algebra.

Goal 2: Increase student success through the creation of a menu of academic support options.

A broad array of supports and interventions will be developed to provide academic support in all core subjects.

Goal 3: Increase the passing percentages on Regents Examinations, specifically Global History and Algebra.

Using Progress Report data, create Regents review opportunities and supports in Global History and Algebra for those who have scored under a 65.

Goal 4: Increase the success rate of special populations and ethnic groups in the lowest third.

Using Progress Report data develop interventions and strategies to support academic success for lowest third.

Goal 5: Improve parent involvement through increased communication.

Develop monthly newsletters and other forms of communication to increase parent awareness and involvement.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase credit accumulation in math for incoming ninth graders.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Develop a math resource center for after school tutoring and support. 2. Develop Individual Learning Plans (ILPs) for struggling students to differentiate instruction. 3. Develop a series of additional assessments to gauge student progress for short-term intervals: 9th grade orientation assessment, teacher developed baseline assessments, CLSO-Aussie developed assessment bank. 4. Develop a math Inquiry team to target incoming ninth grade math and develop best practices. 5. Schedule one extra period per week of math as a Math Lab. <p>Target Population: 9th graders Responsible Staff: Principal, Assistant Principal Instructional Support, math teachers Implementation timelines: September 2008-June 2009</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Utilize C4E for additional time on task in the Math Resource center and Math Labs. 2. Provide professional development for the Math Inquiry Team. 3. Train teachers in the use of Acuity data to differentiate instruction. 4. Review the program master to determine how to integrate the math labs. 5. Provide time during our Professional Fridays for teachers to collaborate in developing their ILPs, sharing best practices and case-conferencing students. 6. Re-align school-wide, bi-monthly professional development to allow for ongoing grade level and departmental meetings with a focus on data review and individual student case-conferences.

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

1. Student progress will be reviewed regularly in class after each assessment. Teachers then develop ILPs for 2-3 students who are most at-risk of not mastering a concept or have the largest content gaps.
2. Interim progress is determined by a review of the data from each administration of the tests listed above including the ACUIY periodic assessments.
3. Student progress is also reviewed at the end of each marking period (5-6 weeks) through report card data.

Projected improvement: Increase in math credit accumulation of 10%.

Subject/Area (where relevant): Global History/Integrated Algebra

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the passing percentages on Regents examinations-specifically Global History and Algebra.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Develop a math resource center for after school tutoring and support. 2. Develop Individual Learning Plans (ILPs) for struggling students to differentiate instruction. 3. Utilize the PLATO software program to provide individualized instruction for Regents review 4. Develop a Global History Regents Review class that utilizes the Kaplan Regents Review Program 5. Offer peer tutoring after school for additional support. 6. Schedule one extra period per week of math as a Math Lab. 7. Develop a Saturday program for Regents Review. <p>Target Population: 9th and 10th graders Responsible Staff: Principal, Assistant Principal Instructional Support, math teachers and Global History teachers, peer tutors Implementation timelines: September 2008-June 2009</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Utilize C4E for additional time on task in the Math Resource center and Math Labs. 2. Provide professional development for the Kaplan and PLATO programs. 3. Train teachers in the use of Acuity data to differentiate instruction. 4. Review the program master to determine how to integrate the math labs. 5. Provide time during our Professional Fridays for teachers to collaborate in developing their ILPs, sharing best practices and case-conferencing students. 6. Re-align school-wide, bi-monthly professional development to allow for ongoing grade level and departmental meetings with a focus on data review and individual student case-conferences.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Passing percentages of students scoring a 65 on each of the Regents will increase by 10%. 2. Student progress will be reviewed regularly in class after each assessment. Teachers then develop ILPs for 2-3 students who are most at-risk of not mastering a concept or have the largest content gaps. 3. Interim progress is determined by a review of the data from each administration of

the tests listed above including the ACUITY predictive assessments.

4. Student progress is also reviewed at the end of each marking period (5-6 weeks) through report card data.

Projected improvement: Passing percentages of students scoring a 65 on each of the Regents will increase by 10%.

Subject/Area (where relevant): All

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase student success through the creation of a menu of academic support options.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Develop a math resource center for after school tutoring and support. 2. Develop Individual Learning Plans (ILPs) for struggling students to differentiate instruction. 3. Utilize the PLATO software program to provide individualized instruction for Regents review and credit recovery. 4. Develop a Global History Regents Review class that utilizes the Kaplan Regents Review Program. 5. Offer peer tutoring after school for additional support. 6. Schedule one extra period per week of math as a Math Lab. 7. Develop a writing resource center for after school tutoring and support. 8. Develop a PM School program for credit recovery. 9. Develop a Saturday program for Regents Review. 10. Offer AIS Services as pull-outs from targeted classes. 11. Develop a credit recovery program for second year students who failed all or most of their 9th grade classes. 12. Program study hall into students programs as extra time on task. <p>Target Population: All students Responsible Staff: Principal, Assistant Principal Instructional Support, content teachers Implementation timelines: September 2008-June 2009</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Utilize C4E for additional time on task in the Math Resource center and Math Labs. 2. Provide professional development for the Kaplan and PLATO programs. 3. Train teachers in the use of Acuity data to differentiate instruction. 4. Reduce class size for the Credit Recovery Program. 5. Review the program master to determine how to integrate the math labs. 6. Provide time during our Professional Fridays for teachers to collaborate in developing their ILPs, sharing best practices and case-conferencing students. 7. Allocate resources for per session for PM and Saturday Programs. 8. Program AIS services into teachers' programs.

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

1. Passing percentages of students scoring a 65 on each of the Regents will increase by 10%.
2. Student progress will be reviewed regularly in class after each assessment. Teachers then develop ILPs for 2-3 students who are most at-risk of not mastering a concept or have the largest content gaps.
3. Student progress is also reviewed at the end of each marking period (5-6 weeks) through report card data.
4. The number of students accumulating 10 credits will increase by 10%.

Projected improvement:

Passing percentages of students scoring a 65 on each of the Regents will increase by 10%.

The number of students accumulating 10 credits will increase by 10%.

Subject/Area (where relevant): All

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the success rate of special populations and ethnic groups in the lowest third.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Create a special guidance case load for African American boys (our lowest performing ethnic/gender group) for extra support. 2. Develop a math resource center for after school tutoring and support. 3. Develop Individual Learning Plans (ILPs) for struggling students to differentiate instruction. 4. Utilize the PLATO software program to provide individualized instruction for Regents review and credit recovery. 5. Develop a Global History Regents Review class that utilizes the Kaplan Regents Review Program. 6. Offer peer tutoring after school for additional support. 7. Develop a writing resource center for after school tutoring and support. 8. Develop a PM School program for credit recovery. 9. Develop a Saturday program for Regents Review. 10. Offer AIS Services as pull-outs from targeted classes. 11. Develop a credit recovery program for second year students who failed all or most of their 9th grade classes. 12. Program study hall into students programs as extra time on task. 13. Further develop our CTT program. 14. Provide ongoing professional development targeting strategies for working with at-risk populations. <p>Target Population: Students in the lowest third: boys; students who were unsuccessful in 9th grade</p> <p>Responsible Staff: Principal, Assistant Principal Instructional Support, Guidance Counselors, Related Service Providers, Content Teachers</p> <p>Implementation timelines: September 2008-June 2009</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Utilize C4E for additional time on task in the Math Resource center and Math Labs. 2. Provide professional development for the Kaplan and PLATO programs. 3. Train teachers in the use of Acuity data to differentiate instruction. 4. Reduce class size for the Credit Recovery Program. 5. Review the program master to determine how to integrate the math labs.

	<ol style="list-style-type: none"> 6. Provide time during our Professional Fridays for teachers to collaborate in developing their ILPs, sharing best practices and case-conferencing students. 7. Allocate resources for per session for PM and Saturday Programs. 8. Program AIS services into teachers' programs. 9. Re-align school-wide, bi-monthly professional development to allow for ongoing grade level and departmental meetings with a focus on data review and individual student case-conferences.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Passing percentages of students scoring a 65 on each of the Regents will increase by 10%. 2. Student progress will be reviewed regularly in class after each assessment. Teachers then develop ILPs for 2-3 students who are most at-risk of not mastering a concept or have the largest content gaps. 3. Student progress is also reviewed at the end of each marking period (5-6 weeks) through report card data. 4. The number of students accumulating 10 credits will increase by 10%. <p>Projected improvement: Passing percentages of students scoring a 65 on each of the Regents will increase by 10%. The number of students accumulating 10 credits will increase by 10%.</p>

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase parent involvement through increased communication.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Create a monthly parent newsletter to be mailed home. 2. Communicating the expectations and vision of the school and what parents can do to help their children succeed through a letter at the start of the school year. 3. Improve articulation to parents of prospective 9th graders through an Open House with the purpose of getting them on-board early. 4. Increasing outreach efforts for Parent-Teacher Conferences by calling every parent individually as well as ending a letter and making bulk phone calls. In addition, offering dinner to parents in order to mitigate the time issues in making the transition from work to the conferences. 5. Reassigning a school aide to the attendance office full time for outreach to parents. 6. Directing Deans to call the parents of every student that enters the building late in the morning. <p>Target Population: Parents Responsible Staff: all school staff Implementation timelines: September 2008-June 2009</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Setting aside resources for the food and refreshments. 2. Dedicating time by support staff to make phone calls. 3. Allocating photocopying and postage resources for the newsletter. 4. Allocating Title I resources (Parent Involvement) for postage, etc.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Attendance at the Open House. Increase in the number of ninth grade parents in the PA. 2. Attendance at Parent-Teacher conferences. The target should be at least a 20% increase in parents attending. 3. Improvement in the responses on the Environmental survey. <p>Projected improvement: Increase in the number of ninth grade parents in the PA. Improvement in the responses on the Environmental survey.</p>

	20% increase in parents attending Parent/Teacher Conferences
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REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	15	20	3	8	3	0	1	
10	25	25	10	40	6	0	5	
11	25	25	10	25	1	0	1	
12	8	4	5	5	0	0	0	

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	ELA AIS is provided using Wilson and Literacy Based Instructional Strategies. We offer small group and one-to-one tutoring during the school day, after school and during Saturday programs. Students are scheduled for AIS from 1-5 days per week.
Mathematics:	Math AIS is provided using Numeracy Based Instructional Strategies. We offer small group and one-to-one tutoring during the school day, after school and during Saturday programs. Students are scheduled for AIS from 1-5 days per week.
Science:	Science AIS is provided in Living Environment, Earth Science and Chemistry. We offer small group and one-to-one tutoring during the school day, after school and during Saturday programs. Students are scheduled for AIS from 1-5 days per week.
Social Studies:	Social Studies AIS is provided in both US History and Global Studies. We offer small group and one-to-one tutoring using KAPLAN strategies during the school day, after school and during Saturday programs. Students are scheduled for AIS from 1-5 days per week.
At-risk Services Provided by the Guidance Counselor:	AIS Guidance Counselor services are provided to students individually and in small groups. Services are provided during the school day.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	AIS Social Worker services are provided to students individually. Services are provided during the school day.
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 18
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

Richard R. Green has a free-standing ESL program comprised of two ESL classes: We currently serve 30 students in our ELL program. We have one Intermediate level class meeting for two periods a day for 450 minutes per week (serving 16 students: 12 in 9th grade, 3 in 10th grade, 1 in 12th grade) and one Advanced level class meeting for one period a day for 225 minutes per week serving (serving 14 students: 6 in 9th grade, 3 in 10th grade, 2 in 11th grade, 3 in 12th grade. Student placement in the ESL program will be based on NYSESLAT/LAB-R results. ESL instruction is fully aligned with the NYSED Learning Standards. Basic texts include the *Shining Star* series (Chamot, Hartman and Huizenga), which is thematically-structured and content-based with matching literary selections and Literature Connections (McDougal Littell) incorporating cross-curricular projects. Instructional practices will be based on the research-based methodologies, strategies and activities of *The Cognitive Academic language Approach* (CALLA) by Anna Chamot and J. Michael O'Malley and the Sheltered Instruction Model by Dr. Deborah Short. ESL instruction will also include content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia A. Richard Amato. Scaffolded activities will be incorporated to foster achievement on the NYSESLAT and NYSED Regents exams. ELL teacher works with supervisory staff and administration in review of teacher assessments, Regents assessments and ACUITY data to identify individual student performance deficiencies and to develop short and long term goals/objectives.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

Along with Literacy based instructional practices in all of our ELA classes, all content area classes implement Literacy/Numeracy based strategies into the instructional program. ELL student progress is regularly monitored and assigned the same AIS and Saturday Program supports and Credit Recovery opportunities as offered to the general population.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. ELL students are encouraged to participate in all our extracurricular activities, including: PSAL girls/boys softball, PSAL girls/boys basketball, student government, College for Every Student, Gay/Lesbian/Straight Alliance, student planning committees, etc.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

A parent orientation for parents of newly enrolled ELLs will be conducted twice a year, once in the fall and once in the spring. Parents of ELLs are encouraged to attend Open-School conferences in the fall and spring to discuss their child's progress as well as the program's goals and objectives, standards and assessments, and other pertinent information. Parents are routinely contacted by guidance counselors and teachers to discuss student achievement and are informed of school events by the parent coordinator and monthly newsletters. Translators are made available to parents when necessary. All written communication is sent to parents in English and the native language if possible. Our Title III Parental Involvement Activity affords parents of ELLs the opportunity to meet on a monthly basis with the ESL teacher. There will be ongoing parent orientation sessions for parents of newly enrolled/identifies students.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Not applicable.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Teacher programs allow for two periods of professional development twice each month. These twice monthly meetings also allow the ELL teacher to participate in grade level and departmental meetings to case-conference students, share instructional practices and adapt content in order to support the specific academic and language needs of each student. In addition, full day professional development opportunities will also give teachers exposure to strategies to support the needs of ELL students. The ESL teacher will provide the onsite professional development and will incorporate strategies and activities to meet the differentiated instructional needs of ELLs. All teachers serving ELLs will be encouraged to attend the weekly after school professional development provided for Title III teachers. All new general education teachers will be provided with seven and a half hours of professional development on ESL methodology. All teachers will be encouraged to participate in CLSO and DOE professional development offerings (e.g., Q-Tel Strategies, Enhancing Instruction for ELLs Through Scaffolds and Task Analysis). All professional development is aligned with the school's Language Allocation Policy.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- All students are provided the same support services to support academic progress, social/emotional growth and community integration.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Not applicable.

