New York State Education Department

Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework
2020-2021

Growing Up Green Charter School II

Remote Renewal Site Visit Date(s): November 30-December 1, 2020
Date of Report: February 26, 2021

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Summary of Findings

GUG II is in year five of operation and serves students in K - Grade

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4. Element: *Supports for Diverse Learners*:

Indicator a: According to the renewal application, the school supports the needs of SWDs, ELLs, and ED students through a variety of interventions that include specialists working with students individually, in small groups, or alongside them in their classrooms. These services are coordinated by the support services department. The school offers ICT classes in K- Grade 5; in these classes, 40% of the students receive special educational services and 60% are general educational students. All ICT classes are taught by a general education teacher and a SPED instructor. The school also employs two learning specialists who provide mandated special education teacher support services (SETSS) in math and ELA as well as push-in or pull-out support for struggling students who have been ʎŘŜŷΎƛŜŘ ΎKℕ2ʤ∃K ΎKŜ ăǑK22fΩă wtI process. Participants in the instructional leadership focus group noted that the school had added the ELA learning specialist last year and the math learning specialist this year to focus primarily on tiered intervention for students who may be struggling but do not have an IEP. ELL students are supported by two ENL teachers who provide push-in and pull-out support. Use of ăΎʤŘŜyΎăΩ native language, when practical, also supports English language acquisition. Participants in the instructional leadership focus group described their whole-school approach to supporting ED students, given that over 80% of students are identified as such. This approach includes culturally responsive curricula, establishing strong relationships with every student, ʤΎƒʎÎʎ∃ ăΎʤŘŜyΎăΩ ăΎℕŜy∃ΎKăΣ and creating a strong school culture based on responsive classroom techniques and restorative practices, which the school has instituted in the last year. In addition, the successful student committee (SSC) meets with each grade-level team once a month to identify students who need additional support. The SSC monitors student progress after instituting an RtI tiered support, first within the classroom and, if needed, through additional pull-out support. School leaders noted that, during remote instruction, they have continued the process of identifying struggling students and providing tiered supports.

In a statement, the Committee on Special Education (CSE) wrote that GUG II submits the yŜŎŜăăI·ℕè ℕŜLJ2ℕΎăă I·yŘ ₮2ℕY ă ʎY I· ΎʎY ŜfèY I·yγŷŜℕ I·yŘ άI·fǿI·èă ǿ2ℕ]ă ǿʎΎKΎKŜ /{9Ύ2ŘʎăŎʤžăă I·yŘ recommeyŘ ăLJŜŎʎI·f ŜŘʤŽI·ΎʎƲ2yΎLJℕ2∃ℕI·Y ă ΎKI·Ύ ŎI·y ōŜ ʎY ΎLJfŜY ŜyΎŜŘ ʎY ΎKŜ ăǑK22fΦε The statement also reports that school staff are άfrequently open to discussions about creating new programs to support studentsε I·yŘ Ŏ2yŎfʤŽŘŜă ΎKI·Ύ άʎΎ ʎă ΎKŜ /{9Ωă ʤyŘŜℕăΎI·yŘʎyΞ ΎKI·Ύ Ύhe school provides Y ŜI·yʎyΞ₮ʤf ŜŘʤŽI·ΎʎƲI·f ōŜyŜ₮ʎΎ Ύ2 ăΎʤŘŜyΎă I·yŘ ʎă I·ōfŜ Ύ2 Ŝ₮₮ŜŎΎʎØŜfè ʎY ΎLJfŜY ŜyΎ ăΎʤŘŜyΎăΩ L9tăΦ

Indicator b: !ŎŎ2ℕŘʎy∃ Ύ2 ΎKŜ ăǑK22fΩă ℕŜySØI·f I·LJLJfʎŎI·Ύʎ2yΣ ΎKŜ {{/ (which is led by the director of support services and includes classroom teachers, learning specialists, counselors, and school leaders) meets monthly to monitor student progress. As noted above, the SSC meets with grade-level teams to develop individualized supports for students through the use of classroom referrals and data. The committee uses the RtI protocol to monitor and track the progress of students who have been identified and are receiving interventions. During the special populations focus group, staff explained how they periodically review students receiving SPED services and monitor their progress toward the goals identified in their IEPs. Participants in the instructional leadership focus group stated that the ăǑK22fΩă assessment system, LFLB, in combination with Fast Bridge assessments and internally-designed end-of-unit assessments, form the backbone of their assessment system for all students.

Benchmark 3: Culture, Climate, and Family Engagement
The school has systems in place to support • š µ v s ŏ ŕ ą l and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and • }] o r u } š ŷ] ŏ w t h a n d Á o o r] v P X Families and students are satisfied with the • Z } } a ą [academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. Behavior Management and Safety	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. Family Engagement and Communication	a. The school communicates with and engages families with the school community. b. ¢ŜI٠ŐKŜℕă Õ2ϒϒdzyٽÕI٠úŜ ø٨ úK LJI٠ℕŜyٽă ú2 Ř٨ăÕdzăă ăúdzŘŜyٽă Ω ăúℕŜyϽúKă I٠yŘ yŜŠŘă¢ c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns.

teachers have opportunities to attend the 4-day Responsive Classroom Summer Institute held in NY. The sǑK22fΩă code of conduct is included in the family handbook that all families receive at the start of each academic year I·yŘ ƛă LJ2ăΰŜŘ 2y˝ΰKŜ ăǑK22fΩă ǿŜōăƛΰŜ. TKŜ ăǑK22fΩă ŘƛăǑƛLJfƛyŶŜ LJW2ǑŜăă includes logical consequences to inappropriate behavior that is focused on repairing the damage that was done during disciplinary incidents. According to the renewal application, GUG LLΩă suspension rate had decreased from 26% in 2018-2019 to less than 1% in the 2019-2020 school year. Participants in the instructional leadership and teacher focus groups attributed this decrease to the dean team (led by the behavior management coordinator who was hired the summer before the 2019-нлнл ăǑK22f ѐŜI·ŴύΣ ΰKŜ ăǑK22f ң Σ ΰKŜ ăǑK2 ȯ & K ҂