



Entry 1 School Information

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Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer **(as of June 30, 2017)** or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS# GROWING UP GREEN CS II (REGENTS)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER Regents-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

c. DISTRICT / CSD OF LOCATION NYC CSD 28

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	84-35 152nd Street Jamaica, NY 11432	347-642-4306	347-642-4310	greenberg@gugcs.org

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Matthew Greenberg
Title	Executive Director
Emergency Phone Number (###-###-####)	646-263-4931

e. SCHOOL WEB ADDRESS (URL) <http://www.gugcs.org>

f. DATE OF INITIAL CHARTER 12/2015

g. DATE FIRST OPENED FOR INSTRUCTION 09/2016

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

The Growing Up Green Charter School empowers children to be conscious, contributing members of their community through rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description of Key design elements are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Dedication to Academic Rigor: Our curricular team works to ensure that teachers are delivering both the direct instruction and collaborative components of our academic program with specific intention and rigor based on both Common Core State Standards and student data stemming from internal and external assessments. Our mathematical model incorporates direct instruction supported by enVision Math and TERC Investigations, enhanced by the constructive problem-solving strategies developed through Math in the City’s inquiry-based program. In Literacy, students are involved in a specific mini-lesson followed by individualized strategy groups, guided reading groups, as well as differentiated rotations composed of word study and independent practice. Intervention teachers and co-teachers support classroom teachers in each core academic subject, providing rigorous differentiation for both students who are struggling with content as well as students in need of more challenging enrichment opportunities. Science instruction is provided twice weekly by classroom teachers, giving students the opportunity for hands-on experiments. Our Social Studies curriculum is guided by New York State Standards and incorporates elements from all other core academic areas to amplify the rigor level within each unit and lesson.
Variable 2	Expansive Support Services: At Growing Up Green, the Support Services Department works closely as a collaborative team to provide specialized support and instruction for at-risk students, English Language Learners, as well as students receiving special education services.

Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS): Growing Up Green provides at least one Integrated Co-Teaching (ICT) class per grade, in which the general education teacher and special education teacher use a variety of co-teaching models in order to best provide instruction to a wide range of learners in a highly inclusive environment. Additionally we have 1 learning specialist within the department who is able to support students within the ICT classrooms, as well as provide push-in and pull-out Special Education Teacher Support Services (SETSS) for students mandated for small group academic support. Regular opportunities are provided for learning specialists and classroom teachers to meet, observe one another, and discuss strategies for curriculum differentiation.

Intervention: We have 1 intervention teacher at Growing Up Green who provides both in and out of the classroom support for at-risk, struggling students identified by data or teacher referral. We implement the Response to Intervention (RtI) model through the use of our “Successful Students Committee” (SSC), a team comprised of our Learning Specialist, Intervention Teacher, School Counselor, ELL Specialist, Dean of Academics, School Leader, and the IEP Coordinator who meet on a weekly basis. Using a case--study approach, SSC serves as a forum for teachers and staff members to collaborate, share strategies for differentiation, and/or design a targeted intervention plan. Intervention services run on 6-week cycles, ensuring that student progress is regularly monitored and that students who require more intensive support are quickly identified. This also allows for an intervention to be redesigned, if necessary, to best support a student’s particular learning needs. The primary goal of SSC is to ensure that a variety of strategies and consistent supports have been set in place prior to a student referral for special education services.

ELL: Growing Up Green employs the Sheltered Instruction Observation Protocol (SIOP) Model, in support of ELL students in the classroom or in small group instruction outside of the classroom. The SIOP Model is a research-based and validated instructional model for lesson design and delivery. We have an ELL teacher who is an expert in English as a Second Language and provides in and out of classroom support to ELL students at various levels of proficiency to develop their literacy skills.

Counseling: At Growing Up Green, we believe in providing high quality academic instruction as well as providing support for our students' social, emotional, and behavioral needs. One of the ways we support social and emotional growth in our students is by providing counseling services. We

	<p>have one school counselor on staff who is available to provide individual and group counseling services. Our school counselor is also available to create and implement classroom workshops around relevant social and emotional topics. Additionally, students are encouraged to reach out to our school counselor if they are experiencing challenges or stressors that are impacting them in a negative way. Our school counselor provides emotional guidance to students, help students process emotions that may be inhibiting their academic focus, encourage students to implement healthy coping strategies into their daily lives, and provide behavioral management strategies. We provide a nurturing and supportive environment for our students and we value the social and emotional growth of our students equally as much as we value their academic learning.</p>
Variable 3	<p>Actionable Assessment System: Growing Up Green uses internally developed “Looking Forward, Looking Back” assessments to guide curriculum development and instructional planning, evaluate programs, focus professional development and hold teachers accountable. Aligned to Common Core State Standards and administered every six weeks, these assessments provide actionable data that teachers use to refine their lessons and identify student’s needs as well as content areas needing support. These assessments have been effective predictors of student performance on state tests, allowing school leaders and faculty to identify areas for growth and make progress towards meeting our goals and achieving our mission.</p>
Variable 4	<p>Green Education: Green principles inform the curriculum, instruction and culture of our schools. Green principles are those guided by creating a lifestyle or sustainable community that does not exceed usage of anything for which we cannot be responsible. Green lessons infuse our meals, code of conduct, instructional materials, recycling practices, and facility design and choices. Green topics are integrated throughout the curriculum. In addition, a segment of each day at GUGCS is known as Explore and Discover (ED) Time, where many of our green themes emerge as students work on interdisciplinary social studies projects that incorporate skills from all other subjects. This thematic approach engages students and develops a more complex understanding of skills and concepts. In addition, our Dean of Academics, along with grade-level teams, designs projects that meet NYS and Common Core State Standards while still incorporating themes of sustainability in classrooms.</p>
Variable 5	<p>Deliberate School Culture: At Growing Up Green, sustainability refers not only to resources, but to relationships as well. We have built a collaborative school culture that sustains students, staff and families alike. As a result, there has been limited faculty and staff turnover and virtually no leadership turnover. Since inception, we have</p>

	used the Responsive Classroom approach school-wide to build social skills and foster a positive learning environment, which has resulted in a positive school culture.
Variable 6	Professional Environment: Growing Up Green expects teachers to be active learners and models of lifelong learning for students. Formal training opportunities occur during the summer and throughout the school year. Our School Leader and Dean of Academics at GUGCS collaborate with classroom teachers to address the questions “What does it mean to be green?”, “How can we, as a staff, implement principles of sustainability into our classrooms?” and "How does our cultural competence and understanding of child development impact our school community?" Growing Up Green has a robust team of academic leaders, including a School Leader, a Dean of Academics, and an IEP Coordinator, all of whom collectively support teachers from planning to classroom observations and feedback.
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2017 181

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	K, 1, 2
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

l1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.
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12. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	84-35 152 St. Jamaica, NY 11432	347-642-4306	CSD 28	K-3rd	No	Rent/Lease
Site 2						
Site 3						

12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306		greenberg@gugcs.org
Operational Leader	Massomeh Spahr	347-642-4306		spahr@gugcs.org
Compliance Contact	Nancy Wong	347-642-4306		wong@gugcs.org
Complaint Contact	Roseanne Baker	347-642-4306		baker@gugcs.org

m1. Is the school or are the school sites co-located? No

n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions). Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	School was initially proposed to serve Kindergarten and 1st grade students in its first instructional year. A revision was made to include 2nd grade students in the school's founding year.	08/16/2016	
2	Change District or CSD of Location	School was initially proposed to be located in CSD 30. A revision was made to change the school's location to CSD 28.	02/05/2016	08/30/2016
3				
4				
5				

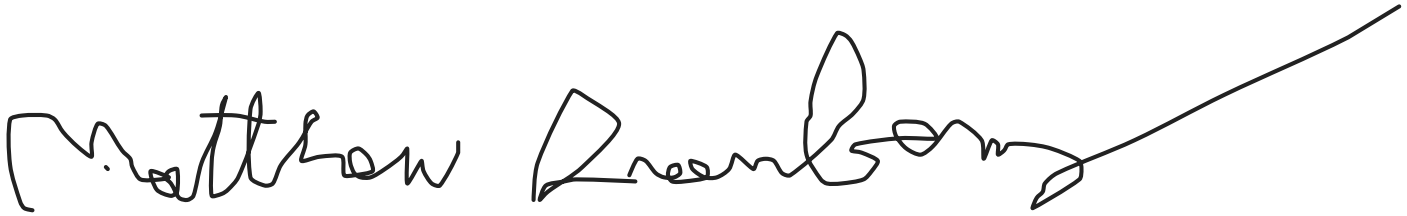
o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.

Nancy Wong, School Leader; Aris Demato, Dean of Academics; Gina Palma, Director of Finance & Personnel; Roseanne Baker, Assessment Coordinator

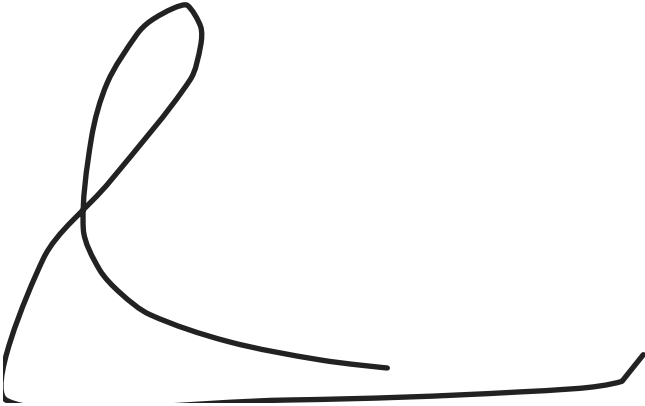
p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "Matthew Zumbach". The signature is fluid and cursive, with a long, sweeping line extending from the end of the name.

Signature, President of the Board of Trustees

A handwritten signature in black ink. It features a large, stylized loop at the beginning, followed by a series of connected, somewhat horizontal strokes that end in a small upward flick.

Date

2017/07/31

Thank you.