



GEORGE WASHINGTON CARVER HIGH SCHOOL FOR THE SCIENCES

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: GEORGE WASHINGTON CARVER HIGH SCHOOL FOR THE
SCIENCES 29Q272
ADDRESS: 143-10 SPRINGFIELD BOULEVARD, SPRINGFIELD GARDENS, NY
11413
TELEPHONE: (718) 525-6439
FAX: (718) 525-6482**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 29Q272 **SCHOOL NAME:** George Washington Carver High School for the Sciences

SCHOOL ADDRESS: 143-10 Springfield Boulevard, Springfield Gardens, New York, 11413

SCHOOL TELEPHONE: (718) 525-6439 **FAX:** (718) 525-6482

SCHOOL CONTACT PERSON: Dr. Janice M. Sutton **EMAIL:** JSutton2@schools.nyc.gov
ADDRESS: _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Renee Freeman

PRINCIPAL: Dr. Janice M. Sutton

UFT CHAPTER LEADER: Ms. Renee Freeman

PARENTS' ASSOCIATION PRESIDENT: Mr. Michael Duncan

STUDENT REPRESENTATIVE: Ms. Sheeniza Shah
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 DSSI CLUSTER 02 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: Mr. Gerard Beirne

SUPERINTENDENT: Mr. Juan Mendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Dr. Janice M. Sutton	*Principal or Designee	
Ms. Rene Freeman	*UFT Chapter Chairperson or Designee	
Mr. Michael Duncan	*PA/PTA President or Designated Co-President	
Ms. Ruth Nickle-Thompson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
NA	DC 37 Representative, if applicable	
Ms. Sheeniza Shah	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Ms. Renee Dailey	Member/	
Mr. Andrew Rocco	Member/	
Ms. Karen Kugler	Member/	
Ms. Latrice Kendall	Member/	
Mr. Lionel Holms	Member/ Student	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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.

The mission of the George Washington Carver High School for the Sciences is to raise the knowledge, skills and opportunities of every student to meet the New York State educational standards and complete the Regents diploma graduation requirements within four years as each student develops the requisite skills needed to become a lifelong learner.

George Washington Carver High School for the Sciences is an academically rigorous small school which focuses primarily on science education. All students enrolled will grow intellectually through inquiry-based, standards-based, student-centered instruction that connects academics with authentic real-world experiences, geared towards academic excellence and thorough preparation for higher education. In addition to the academic aspects, the physical, emotional and social well-being of our student populace will be nurtured through advisories and after school programs serviced in a small, safe and personalized learning community.

George Washington Carver High School for the Sciences is located in the Springfield Gardens environs in South East Queens. This independent high school is housed within the Springfield Educational Complex on the second floor and serves a current culturally diverse population of 438 students. The space occupied in the shared facility is well-kept, where pride in the students' accomplishment is evident in the prominently displayed students' work.

Overview of Instructional Programs and Special Initiatives

The philosophy of the George Washington Carver High School for the Sciences is based on the belief that, given the opportunity and resources in an environment that promotes learning and growth, **all** students can achieve and **all** are capable of excellence through support and encouragement provided by the school through its two independent programs – the Carver Research Institute and the Veterinary Science Institute where each is designed to challenge each student to think independently and to be resourceful.

The Carver Research Institute encourages all students to conduct an investigation where everything else is kept constant while changing a single variable. This ability presents an effective general strategy for solving many problems that students encounter in school, at home, the workplace and in everyday life. Students are also given the opportunities to work with dedicated professionals beyond the everyday science classroom where they learn and further develop skills in problem solving, communication, and thinking skills that they will need to be effective workers and citizens of the 21st century. Such strategies have enabled students to work at their maximum potential to achieve their learning outcomes. Students will be expected to conduct research and participate in field experiences, symposia, expositions, and competitions.

The Veterinary Science Institute is designed to provide students with in-depth knowledge and a fundamental understanding of the theoretical concepts utilized in Veterinary Science through genuine hands-on, inquiry based laboratory, field experiences and problem solving as they develop techniques

and skills used in the field of Veterinary Science including the handling, care and maintenance of small animals. Veterinary Science classes stress hands-on experiences with theory. Students will engage in the theory and practice of Veterinary Science laboratory techniques and technology through hands-on activities and simulations. Our facility houses a wide variety of species of animals, where students learn humane care and become proficient in the handling of animals. Our staff has extensive training and experience in this field.

In both programs, students are required to pursue their regular sequence of science classes to meet their requirements for graduation. The overarching goal is to ensure that all students graduate with the knowledge and skills necessary to make successful transitions to college and careers.

Strategic Collaborations and Partnerships (e.g., include partnerships with other schools, community-based organizations, businesses/corporations, colleges/universities, cultural institutions, etc.)

George Washington Carver High School for the Sciences enjoys a partnership with Gateway Institute for Pre-College Education and collaborations with the St. John's Liberty Partnership Program which provide support services to our students who are identified as having potential to pursue a college education, but need assistance to complete high school; the Eastern Queens Alliance where our students engage in hands-on inquiry based environmental studies; Queens College, CUNY, Investigative Science Fair Program; Bridge to Medicine Program at York College, CUNY, which provide high school seniors with one year of rigorous preparation in college Chemistry, Calculus, English and career exploration into medicine, LEAP which enables students to get cultural awareness and exposure to the Arts and consultants from Adelphi University Consultants which continue to provide professional development sessions with teachers and staff to better prepare them to meet the instructional and emotional need of our student populace.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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:	GEORGE WASHINGTON CARVER HIGH SCHOOL FOR THE SCIENCES				
District:	29 CFN#13	DBN #:	29Q272	School BEDS Code:	342900011272

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> * 9	<input type="radio"/> * 10	<input type="radio"/> * 11	<input type="radio"/> * 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.0	91.4	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92.3	91.0	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					51.8	44.7	53.5		
Grade 8									
Grade 9	130	120	126	Students in Temporary Housing: Total Number					
Grade 10	124	110	114	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	73	96	100		8	21	TBD		
Grade 12	75	75	96						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	402	401	436		1	4	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-	0	0	0						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	17	21	30	Principal Suspensions	28	31	TBD
Number all others	29	28	27	Superintendent Suspensions	6	6	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	165	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	13	9	10	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	21	21	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	10	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	TBD
	9	7	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.5	1.0	0.9	Percent more than two years teaching in this school	66.7	81.0	TBD
Black or African American	70.9	70.3	75.2	Percent more than five years teaching anywhere	66.7	61.9	TBD
Hispanic or Latino	17.7	17.2	14.2				
Asian or Native Hawaiian/Other Pacific Isl.	8.7	9.0	8.0	Percent Masters Degree or higher	81.0	76.0	TBD
White	2.2	2.5	0.7	Percent core classes taught by "highly qualified" teachers	89.3	100.0	TBD
Multi-racial							

DEMOGRAPHICS						
Male	46.0	46.9	48.4	(NCLB/SED definition)		
Female	54.0	53.1	51.6			

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>		<u>Category (Check <input checked="" type="checkbox"/>)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)		√		
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	√
	Math:		Math:	√
	Science:		Grad. Rate:	√

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**	Progress Target
All Students				√	√	√	69
Ethnicity							
American Indian or Alaska Native							
Black or African American				√	√		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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				3	3	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.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	73.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's 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 implications 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?
-

An analysis of the data revealed that there were significant increases in the number of students taking and scoring 65 and above on the Regents Examinations as compared with the results from 2008-2009. ELA increased 10.85%. Global Studies increased 55.10%; 3.50% on the Mathematics Regents, 6.58% on the Science Regents, and 31.37% on U. S. History and Government Regents. Although there were increases, the goals are to continue to raise student achievement in these areas and other content areas.

Similarly, the graduation rate has improved by 16.19%. In 2009-2010, there were 21 students who earned Advanced Regents Endorsed Diploma (2 with Honors) as compared with 17 in 2008-2009. There were 58 students who earned Regents Endorsed Diplomas in 2009-2010 as compared with 35 in 2008-2009. Again, the goal is to significantly improve the graduation rate for students who will complete high school within four years for the 2011 cohort.

An analysis of the data revealed the following for Social Studies:

Cohort 2011 79% of the entering class scored at levels 1 and 2 on the Social Studies 8th Grade test.
Cohort 2012 65% of the entering class scored at levels 1 and 2 on the Social Studies 8th Grade test
Cohort 2013 62% of the entering class scored at levels 1 and 2 on the Social Studies 8th Grade test
Cohort 2014 48% of the entering class scored at levels 1 and 2 on the Social Studies 8th Grade test

An analysis of the data revealed the following for Mathematics:

Cohort 2011 63% of the entering class scored at levels 1 and 2 on the Mathematics 8th Grade test.
Cohort 2012 30% of the entering class scored at levels 1 and 2 on the Mathematics 8th Grade test.
Cohort 2012 30% of the entering class scored at levels 1 and 2 on the Mathematics 8th Grade test.
Cohort 2013 49% of the entering class scored at levels 1 and 2 on the Mathematics 8th Grade test.

An analysis of the data revealed the following for ELA:

Cohort 2011 56% of the entering class scored at levels 1 and 2 on the ELA 8th Grade test.
Cohort 2012 49% of the entering class scored at levels 1 and 2 on the ELA 8th Grade test.
Cohort 2012 39% of the entering class scored at levels 1 and 2 on the ELA 8th Grade test.
Cohort 2013 52% of the entering class scored at levels 1 and 2 on the ELA 8th Grade test.

An analysis of the data revealed the following for Science:

Cohort 2011 49% of the entering class scored at levels 1 and 2 on the Science 8th Grade test.

Cohort 2012 41% of the entering class scored at levels 1 and 2 on the Science 8th Grade test.

Cohort 2012 48% of the entering class scored at levels 1 and 2 on the Science 8th Grade test.

Cohort 2013 32% of the entering class scored at levels 1 and 2 on the Science 8th Grade test.

Our goals are to:

- increase the overall numbers and/or percentages of students who score at levels 3 and 4 in each content area.
- provide academic intervention services to students who are at risk in level 1 and 2 to enable them to meet and exceed the state standards in each content area.
- improve instruction for special education students by increasing the opportunities for inclusion into the general education program, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations.
- implement effective strategies for meeting the needs of the growing ELL population.

However, in order to achieve these goals, we will need to secure adequate funding and resources. These budgetary constraints pose significant barriers towards the school's continuous improvement.

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

- (1) To increase the number of students who successfully meet and exceed NYS benchmarks for the Mathematics courses and 4% increase in the number of eligible students who score 65 and above on the Mathematics Regents Examinations.
- (2) To increase credit accumulation to ensure students' advancement to the next grade level (from grade 11th to 12th).
- (3) To achieve the New York State Graduation benchmark of 80% rate of the number of students who graduate within 4 years for the 2011 Cohort.

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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students who successfully meet and exceed NYS benchmarks for the Mathematics courses and 4% increase in the number of eligible students who score 65 and above on the Mathematics Regents Examinations.</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>	<ul style="list-style-type: none"> •Review and update the mathematics instructional plan. •Implementation of differentiated instruction and tiered assessments to meet the individualized learning styles of all students. •Teachers will develop common rubrics to look at and assess students’ work. •Teachers will follow the pacing calendars and align curriculum, instruction and assessment. •Teachers will use the workshop model for the delivery of mathematics instruction. •Classroom instruction will provide students in every grade with opportunities to solve real world problems using flexible grouping and cooperative learning rather than whole group instruction. •Review of students’ portfolios, classroom activities. •Conduct classroom walk through and ensure teaching to the objective. •Conduct after school and Saturday Academies for tutorial and test taking skills. •Incorporate mathematics manipulatives in instruction. •Increase mathematics literacy that focuses on reading, writing and listening through learning logs and journal writing. •Incorporate the use of technology including graphing calculators and scientific calculators in all mathematics classes. •Intervisitation of Mathematics teachers and common planning time to support and enhance instruction. •Embed content-specific professional develop for staff teaching mathematics. Student engagement in performance-based projects. <p>Target Population : Grades 9-12 - Students enrolled in mathematics classes including ELLs and students with IEPs</p> <p>Implementation Timeline: September 2010 to June 2011</p> <p>Daily Responsible Staff: Principal, Assistant Principal, Mathematics Teachers, Guidance Counselors, Paraprofessionals, Parent Coordinator.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Children First Funding; TL Fair Student Funding; Contract for Excellence for Extended Day Mathematics classes, tutorials and Regents Review Preparation for Algebra, Geometry, Algebra II and Trigonometry.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Utilization of periodic Predictive Assessment Examinations as available for Algebra to gauge students' preparedness and progress. Review of school plans showing targeted delivery of instruction. Review of lesson plans showing alignment to the standards and teaching to the objectives. Reduce percent of students in Levels 1 and 2 by 3%. End of marking period grade analysis and reflection summary with individual teachers. Assessment by the Mathematics teacher to determine if students are performing at a level that would lead to success in passing class and state examination. Formal and Informal observations. Completion of students' portfolios, journals and projects. 4% increase in passing rate for Mathematics Regents.</p>

Subject/Area (where relevant): Credit Accumulation- Cohort 2011

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase credit accumulation to ensure students' advancement to the next grade level (from grade 11th to 12th).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>•Identify students who have accrued less than 30 credits to date. •GCs will schedule and provide targeted case conferencing with parents and students to keep them abreast of academic progress at least two times for the school year. •Provide students with supplemental materials such as review books, computer-based tutorials, peer and teacher-based tutorials to augment and support classroom instruction. •Provide second chance credit retrieval options for students who have completed the required seat time with the use of ICUs for the Fall and Spring Semesters. •Provide Extended Day (PM and Saturday School) and Summer School opportunities for students to earn additional credits while developing the requisite skills needed to master specific content area(s). This is subjected to funding availability. •Provide academic intervention and guidance outreach to support students. •GCs and support staff will monitor students' attendance and provide support services to enhance academic outcomes monthly and more frequently for chronic absenteeism. Principal and AP will observe classroom lessons and provide feedback on the delivery of instruction. Target Population : Students in Cohort 2011 including ELLs and students with IEPs Implementation Timeline: September 2010 to June 2011 – Daily Responsible Staff: Principal, Assistant Principal, Teachers, Guidance Counselors, School Psychologist, Social Worker, Paraprofessional, School Aides,</p>

	Parent Coordinator.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	TL Children First Funding; TL Fair Student Funding; Contract for Excellence for Extended Day Credit Accumulation classes, tutorials and Regents Review Preparation for Regents examinations.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students' progress reports issued to students and parents in addition to report cards and transcripts to inform them of students' performance and progress. • Logs for case conferencing with students and/or parents about academic progress in content areas. • Increased use of Differentiated Instruction as evidenced by classroom observations for students' engagement. • Review of informal and formal observation reports to engage instructional staff in reflective teaching practices that address students' needs. • Extended day tutorials and academic intervention services – PM School and/or Saturday School. This is contingent upon funding availability. • Ongoing assessments to evaluate students' progress. • Monthly attendance reports to gauge students' attendance. (More frequent monitoring and reviews for students who exhibit chronic absenteeism.) • Review of credit accumulation at the end of each term. <p>3% increase in the number of students promoted to 12th grade.</p>

Graduation Rate – Cohort 2011

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To achieve the New York State Graduation benchmark of 80% rate of the number of students who graduate within 4 years for the 2011 Cohort.</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>	<ul style="list-style-type: none"> •Identify students who have accrued more than 25 but less than 30 credits in the 2011 cohort. •Determine the distribution of credits by subject areas and the scores required on the Regents Examinations to receive graduation diploma. •Conduct case conferencing with student and/or parents to develop goals and implement strategies that will enable students to achieve the goals toward graduation. •Provide students with extensive guidance and interpersonal support services through individual and group counseling sessions. •Provide second chance credit retrieval options for students who have completed the required seat time with the use of ICUs. •Provide Extended Day (PM and Saturday School) and Summer School opportunities for students to earn additional credits while developing the requisite skills needed to master specific content area(s) for the Fall and Spring Semesters. This is contingent upon budget availability. •GCs will review report cards and transcripts with students at the end of each marking period and semester. •Provide students with supplemental materials such as review books, computer-based tutorials, peer and teacher-based tutorials to augment and support classroom instruction. <p>Provide students with post secondary educational advisement and opportunities to submit applications to post secondary educational institutions.</p> <p>Target Population : Students in Cohort 2011 including ELLs and students with IEPs Implementation Timeline: September 2010 to June 2011 – Daily Responsible Staff: Principal, Assistant Principal, Teachers, Guidance Counselors, School Psychologist, Social Worker, Paraprofessional, School Aides, Parent Coordinator.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL Children First Funding; TL Fair Student Funding; Contract for Excellence for Extended Day classes, tutorials and Regents Review Preparation for Regents Examinations.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students' progress reports issued to students and parents in addition to report cards and transcripts to inform them of students' performance and progress. • Case conferencing with students and/or parents about overall academic progress. • Extended day tutorials and academic intervention services – PM School and/or Saturday School. • Ongoing assessments to evaluate students' progress. • Monthly attendance reports to gauge students' attendance. (More frequent monitoring and

reviews for students who exhibit chronic absenteeism.)

- Review of credit accumulation and Regents Examinations passed at the end of each term.
- At least 80% graduation rate of the number of students who graduate from the 2011 Cohort.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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				
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	11	10	10	8	16	2	2	2
10	13	10	13	10	22	3	2	1
11	9	9	14	8	25	1	1	1
12	9	9	9	9	23	1	0	1

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Small group sessions after school which afford students the opportunity to gain content specific information to meet the State benchmarks for ELA. The sessions provide the opportunity for students to reinforce and apply the strategies learned in class in a smaller setting.</p>
<p>Mathematics:</p>	<p>Small group sessions after school which afford students the opportunity to gain content specific information to meet the State benchmarks for Algebra, Geometry, Algebra II and Trigonometry. The small group sessions enable students to get help in the acquisition of basic computational and processing skills which learning the skills needed to master the specific math content areas.</p>
<p>Science:</p>	<p>Small group sessions after school which afford students the opportunity to gain content specific information to meet the State benchmarks for Living Environment, Earth Science (Physical Setting), Chemistry (Physical Setting) and Physics (Physical Setting).</p>
<p>Social Studies:</p>	<p>Small group sessions after school which afford students the opportunity to gain content specific information to meet the State benchmarks for Social Studies. Students get the opportunity to reinforce the strategies and techniques in solving multiple choice problems, essay writing and develop skills in answering documentary-based problems.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Delivery of service is during the school day and after school. Continuous individual and group sessions with parents and students will facilitate goal setting and implement strategies for academic growth and success. Other support mechanisms are employed based on individual need. Students will be carefully monitored to ensure that they progress.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Delivery of service is during the school day. Students are counseled on a one to one basis utilizing a systemic approach.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Delivery of service is during the school day. Students are counseled on a one to one basis utilizing a systemic approach.</p>
<p>At-risk Health-related Services:</p>	<p>Delivery of service is during the school day. Students are counseled on a one to one basis utilizing a systemic approach.</p>

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011 NO BUDGET ALLOCATION FOR 29Q272

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information **NO BUDGET ALLOCATION FOR 29Q272**

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative **NO BUDGET ALLOCATION FOR 29Q272**

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget NO BUDGET ALLOCATION FOR 29Q272

School: _____ BEDS Code: _____

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) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The Home Language Survey of new students, parental interviews, list of students eligible to take the LAB R or the NYSESLAT LAB-R examinations, the place of birth report and the biographical roster provide data that enabled the school to know the students and parents who are speakers of other languages and are determined to be in need of language assistance.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

An analysis of the school's written translation and oral interpretation needs revealed that the majority of the students enrolled who are in need of language assistance are of Haitian Creole and Spanish speaking decent. In order to meet the needs of the students and parents, letters and notices are translated in both languages and school personnel often serve as translators for parents when they make school visits. These findings were reported to the school community through teams meeting with the staff, faculty meetings as well as PTA meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will provide translated versions of letters, notices for meetings, school calendars, invitations to workshops, class/grade events, school event, PTA meeting notices and other communications. The translation services will be conducted by in-house school staff and parent volunteers.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school will provide oral interpretation services as needed by in-house school staff and parent volunteers during PTA meetings and other general information sessions. During conferences with parents on students' academic achievement, school staff will be utilized. Outreach activities by the Parent Coordinator will be conducted to provide assistance to parents in need of oral interpretation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Parent Coordinator will conduct outreach activities to determine the needs of parents who are in need of written or oral translation services. Translation services will be provided by in-house staff and by parent volunteers. Time sensitive information will be translated in-house, back-packed and/or mailed to parents to keep them abreast of events. Information generated from the Department of Education will be downloaded as prescribed and will be forwarded to parents via mail, back-packed or from distribution at meetings or visits to the school. Printed materials will be made available and distributed in the desired home language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$208,800.00	\$208,800.00
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$2,088.00	\$2,088.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

George Washington Carver High School for the Sciences agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. George Washington Carver High School for the Sciences will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA through active participation of parents on the School Leadership Team and the Parent Teacher Association Executive Board.

2. George Washington Carver High School for the Sciences will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: through active participation of parents on the School-wide Comprehensive Assessment Review Parent Surveys and Focused Instructional Walkthroughs.
3. George Washington Carver High School for the Sciences will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance through bi-monthly workshops and conferences based on need and interests.
4. George Washington Carver High School for the Sciences will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The school will conduct parental surveys to gauge effectiveness of the parental involvement policy in improving school quality. The Parent Coordinator in collaboration with the PTA will execute the process. The information gathered will be analyzed by the School Leadership Team, and the team that conducts the school-wide comprehensive review. The school will use this data to design more effective parental involvement.
5. George Washington Carver High School for the Sciences will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators through workshops, conferences, classes, both in-State and out-of-State, including the use of equipment or other materials that may be necessary to ensure success.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by actively participating in workshops and conferences.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, through workshops, newsletters, telephone calls and mail.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by working closely with the Parent Coordinator and the PTA to provide resources and conduct workshops.
 - e. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative

formats upon request, and, to the extent practicable, in a language the parents can understand through written and oral communication utilizing translated written materials and translators as the needs arise.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact:

George Washington Carver High School for the Sciences and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

George Washington Carver High School for the Sciences will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. The school will conduct intensive content-specific staff development for teachers; review and update the instructional plans; implement differentiated instruction and tiered assessments to meet the individualized learning styles of all students. Teachers will work with common rubrics to look at and assess students' work. Teachers will follow the pacing calendars and align curriculum, instruction and assessment. Teachers will use the workshop model for the delivery of instruction. Classroom instruction will focus on examination type questions and provide students in every grade with opportunities to solve real world problems using flexible grouping and cooperative learning rather than whole group instruction.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Conferences will be held during the Fall semester 2010 and the Spring semester 2011.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards at the end of each marking period. Teacher progress reports for students will also be disseminated.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: In addition to Parent-Teacher conferences, parents are encouraged to schedule appointments to meet with staff members to ensure availability at the desired time.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Contact guidance, administration or the Parent Coordinator and schedule the activity.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Utilizing the following resources, George Washington Carver High School for the Sciences will take a continuous, data-driven approach to improve student performance and learning outcome.
 - Student Achievement Data - ARIS

- School Report Card
- Progress Report Card
- Quality Review
- Parent, Teacher and Student Surveys
- Focused Instructional Walkthroughs
- School and Teacher Assessment
- NCLB Accountability Report
- NYSESLAT

The data will be disaggregated and used to inform teachers as they select research-based strategies and plan their lessons to meet the individualized learning needs of our students.

An analysis of the data revealed the following for Social Studies:

Cohort 2011 79% of the entering class scored at levels 1 and 2 on the Social Studies 8th Grade test.
 Cohort 2012 65% of the entering class scored at levels 1 and 2 on the Social Studies 8th Grade test
 Cohort 2013 62% of the entering class scored at levels 1 and 2 on the Social Studies 8th Grade test
 Cohort 2014 48% of the entering class scored at levels 1 and 2 on the Social Studies 8th Grade test

An analysis of the data revealed the following for Mathematics:

Cohort 2011 63% of the entering class scored at levels 1 and 2 on the Mathematics 8th Grade test.
 Cohort 2012 30% of the entering class scored at levels 1 and 2 on the Mathematics 8th Grade test.
 Cohort 2012 30% of the entering class scored at levels 1 and 2 on the Mathematics 8th Grade test.
 Cohort 2013 49% of the entering class scored at levels 1 and 2 on the Mathematics 8th Grade test.

An analysis of the data revealed the following for ELA:

Cohort 2011 56% of the entering class scored at levels 1 and 2 on the ELA 8th Grade test.
 Cohort 2012 49% of the entering class scored at levels 1 and 2 on the ELA 8th Grade test.
 Cohort 2012 39% of the entering class scored at levels 1 and 2 on the ELA 8th Grade test.
 Cohort 2013 52% of the entering class scored at levels 1 and 2 on the ELA 8th Grade test.

An analysis of the data revealed the following for Science:

Cohort 2011 49% of the entering class scored at levels 1 and 2 on the Science 8th Grade test.
 Cohort 2012 41% of the entering class scored at levels 1 and 2 on the Science 8th Grade test.
 Cohort 2012 48% of the entering class scored at levels 1 and 2 on the Science 8th Grade test.
 Cohort 2013 32% of the entering class scored at levels 1 and 2 on the Science 8th Grade test.

Our goals are to:

- increase the overall numbers and/or percentages of students who score at levels 3 and 4 in each content area.
- provide academic intervention services to students who are at risk in level 1 and 2 to enable them to meet and exceed the state standards in each content area.
- improve instruction for special education students by increasing the opportunities for inclusion into the general education program, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations.
- implement effective strategies for meeting the needs of the growing ELL population.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

See sections V to XVII

3. Instruction by highly qualified staff.

This will be accomplished by ongoing job-embedded, content-specific professional development and unified vision of instruction in the school.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Throughout the school year, instructional staff will participate in professional development that is aligned to the Instructional goals of the school, the Principles of Learning and the principles of Essential Elements of Instruction. The professional development activities will focus on high expectations, teaching to the objective, active participation, academic rigor, accountable talk and learning as apprenticeship. Staff and parent representative(s) will also attend conferences and/or workshops sponsored by the Region, the Central Department of Education and other educational resources for professional development and turnkey to their constituents.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Recruitment activities will be conducted through the NYC Department of Education sponsored fairs, the NYC Fellows Program, TOPS Program, and through other College Teacher Preparation programs from the various colleges and universities within the city.

6. Strategies to increase parental involvement through means such as family literacy services.

The position of the full-time Parent Coordinator will be responsible for promoting parent engagement via workshops, and address parents' questions and concerns. Provide ongoing mailings and information to parents about school activities and programs and concerns and issues relating to the student's progress for those students that are at risk of not achieving the State learning standards in English Language Arts, Mathematics, Social Studies and/or Science. Conduct ongoing bi-monthly workshops to enhance parent's understanding of the educational process, and provide with parents an opportunity to enhance their computer skills. Workshops will include educational standards, family counseling, computer workshops (Microsoft Word, Excel, Power Point), a review of the resources on the WWW, i.e., accessing Dept. of Education on the web, accessing scores and practice test for Regents Content Area on NYS Department of Education website. In addition, parents who are in need of language translation services will be addressed to ensure that parents have full access to the school and its services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will be actively engaged in the decision making process through their leadership roles in the content areas and the overall instructional program of the school, participation in team meetings, common planning time to plan and discuss students' work and overall academic progress. Teachers will collaborate with administration, parents and the School Leadership Team to analyze and assess data, provide and implement research based strategies to address the differentiated learning needs of our students to ensure their success.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students will be identified to receive academic intervention services based on performance on Regents examinations, pretests, and/or teacher made tests in the content areas. Services will be provided through the after school mandated tutorial program and Saturday Academy, Regents preparation sessions, peer tutoring, second chance options, laboratory make-up activities, one to one and/or group tutoring with staff and the Homework Helpers Program.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All available programs will be coordinated and integrated to address the whole child to ensure academic success.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose
--------------	--	---	---	---

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in

		Schoolwide Program (P)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal			NA			
Title I, Part A (ARRA)	Federal	√				√	13-18;
Title II, Part A	Federal			NA			
Title III, Part A	Federal			NA			
Title IV	Federal		√				
IDEA	Federal		√				
Tax Levy	Local	√				√	13-18;

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

efforts to foster a safe and drug-free learning environment that supports student achievement.

– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

4

2. Please describe the services you are planning to provide to the STH population.

The students who are identified will receive academic intervention services (both instructional and guidance) to enable them to successfully meet and exceed the academic benchmarks. They will also be provided with supplemental instructional resources to ensure that students have the necessary tools to be successful. Students will also be provided counseling services as needed.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	George Washington Carver High School for the Scien					
District:	29	DBN:	29Q272	School	342900011272	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.0	91.4	89.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	120	126	142				
Grade 10	110	114	109				
Grade 11	96	100	97				
Grade 12	75	96	100				
Ungraded	0	0	0				
Total	401	436	448				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.3	91.0	94.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	51.8	53.5	61.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	8	21	8

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	28	31	48
# in Collaborative Team Teaching (CTT) Classes	21	30	32	Superintendent Suspensions	6	6	10
Number all others	28	27	20				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	165	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	21	21	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	11
# receiving ESL services only	9	10	TBD	Number of Educational Paraprofessionals	3	3	4
# ELLs with IEPs	0	0	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	9	7	37	% fully licensed & permanently assigned to this school	100.0	100.0	95.5
				% more than 2 years teaching in this school	66.7	81.0	70.4
				% more than 5 years teaching anywhere	66.7	61.9	81.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	76.0	81.5
American Indian or Alaska Native	1.0	0.9	0.7	% core classes taught by "highly qualified" teachers	89.3	100.0	96.8
Black or African American	70.3	75.2	75.0				
Hispanic or Latino	17.2	14.2	14.5				
Asian or Native Hawaiian/Other Pacific	9.0	8.0	8.9				
White	2.5	0.7	0.9				
Male	46.9	48.4	49.1				
Female	53.1	51.6	50.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	69
Ethnicity							

American Indian or Alaska Native						
Black or African American				v	v	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	79.6	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	16.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	44.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	9					

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 29 DSSI CLUSTER 02	District 29	School Number 272	School Name G. W. Carver HS for
Principal Dr. Janice M. Sutton		Assistant Principal Mrs. Magdalena Bellamy	
Coach NA		Coach NA	
Teacher/Subject Area Ms. Rosa Hamlet		Guidance Counselor Ms. Svetlana Hamlet	
Teacher/Subject Area Mr. Charles Yarborough		Parent Ms. Iris Garcia	
Teacher/Subject Area Ms. Joyce Stukes		Parent Coordinator Ms. Sandra Welch-Dorsett	
Related Service Provider Ms. Karen Kugler		Other NA	
Network Leader Mr. Gerard Beirne		Other NA	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	21	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	5

C. School Demographics

Total Number of Students in School	459	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	2.61%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. Initial identification of students is done by the Guidance Counselor who interviews the parents with assistance from a Bilingual Paraprofessional and teachers of Foreign Languages as needed the ESL Teacher and Parent Coordinator. Parents are given the choice of three types of ELL Programs - Transitional Bilingual Education, Dual Language and Free-Standing English as a Second Language. However, parents are informed that George Washington Carver High School for the Sciences offers only Free-standing English as a Second language. If parents would like to enroll in other programs, they are assisted in finding schools which would address their unique needs. The Home Language Identification Survey is explained and is given to the parents to be completed. Assistance is offered as needed. The ESL teacher determines the eligibility of students for the ESL Program and administers the LAB-R within 10 days of admittance to the school. Students are placed in homogenous classes based on the LAB-R results. The NYSESLAT is administered as scheduled by the NYSED. The ESL teacher administers the test to the students addressing the four modalities - speaking, reading, writing and listening. Parents are notified about the NYSESLAT testing schedule in their native languages and English.
2. In order to determine that parents understand the programs, the school provides a parent orientation session where program placement options are presented with clarity and objectivity both in English and the Home Language. All forms are translated in the Home Language as well. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's Home Language which provides information on the new reorganization of the Department of Education and the right to choose educational options, an explanation of the state and city standards, the core curriculum, assessments, student expectation and school program requirements. Parents are also provided with brochures in their Home Language that explain the three program models that are provided in the New York City Public School System: Transitional Bilingual Education Programs, English as a Second Language Programs and Dual Language Programs.
3. After LAB-R results have been received and reviewed, letters are mailed to parents in languages available.
4. Based on the LAB-R, students are programmed according to the level scored for self-contained classes as prescribed the NYS CR Part 154 Mandated Number of Units of Support for ELLs.
5. The only choice is Free-Standing.
6. Yes. Free-Standing.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										5	4	1	2	12
Push-In														0
Total	0	0	0	0	0	0	0	0	0	5	4	1	2	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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 special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 12
Total	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 12

Number of ELLs in a TBE program who are in alternate placement: 0

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	1	0	0	4
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										1	0	0	0	1
Haitian										1	1	0	2	4
French										0	2	0	0	2
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	1	0	1
TOTAL	0	5	4	1	2	12								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Instruction is delivered using a Self-Contained model and homogeneous grouping.

2. Students are programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSESLAT and LAB-R. Students who are at the Beginners level have 3 classes daily every week; Intermediate level have 2 classes daily every week; Advanced level have 1 ESL Class and 1 ELA Class daily every week.

3. Content areas deliver instruction following the Standards for ELL, ELA and the Standards for the specific content areas. This is accomplished through the use of a differentiated instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and expectations for independent applications to help students meet and/or exceed New York State and City Standards. Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues are utilized to provide meaning for instruction and to promote success.

4. (a) The instructional plan for SIFE consists of one-to-one tutoring, read aloud activities, phonics, spelling, guided reading and writing, modeled writing, shared writing, audio books - listening, pronunciation and reading, films and use of manipulatives.

(b) Develop reading skills. Give language learners many opportunities to read and write in meaningful contexts, in their first and second languages. Draw on effective strategies for increasing literacy skills. Integrate technology to support writing instruction and motivate students to use written language to communicate. Encourage students to develop literacy skills in their native language, then transfer these skills to learning English. Work from strengths. Build on what students already know. Draw on their background experiences and encourage connections between academic concepts and students' own lives. Help students see the value of being able to communicate in multiple languages. Connect with students' families and culture. Incorporate culture and native language, introduce multicultural literature, and draw on the expertise of community members. Give ELL students opportunities to teach others about their first language and home culture. Use engaging instruction. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners. Give students opportunities to talk about shared learning experiences. Hands-on, experiential learning experiences will develop understanding. Help ELL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations, and modeling. Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

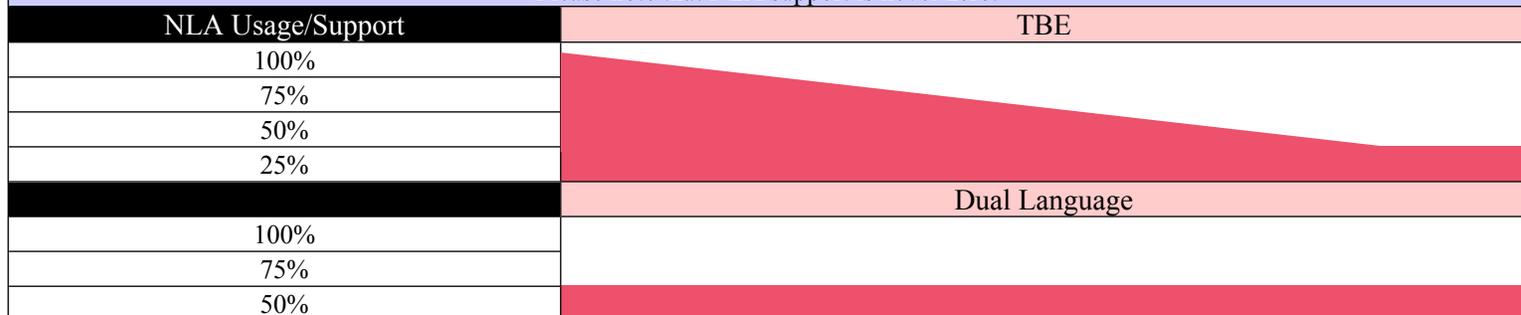
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



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

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

C. Students designated as ELLs have additional after-school help, one-to-one tutoring, and lunch time reading with teacher or buddy. They also have the opportunity to participate in Extended Day activities such as PM School and Saturday Extended Day classes and Regents preparation and tutorial sessions to help them to further acquire the skills and subject content needed to master the Regents examinations.

D. Students who have reached proficiency on the NYSESLAT will continue to be monitored closely. The ESL Teacher and the Guidance Counselor will continue to conduct conferences with content teachers, parents and students regarding progress and students will participate in all targeted intervention programs that are offered in all content areas. Students also continue to receive testing accommodations which include extended time (time-and-a half allocation), separate testing location and/or small group administration.

E. NA

5. Students designated as ELLs have additional after-school help, one-to-one tutoring, and lunch time reading with teacher or buddy. They also have the opportunity to participate in Extended Day activities such as PM School and Saturday Extended Day classes and Regents

preparation and tutorial sessions to help them to further acquire the skills and subject content needed to master the Regents examinations.

6. Students who have reached proficiency on the NYSESLAT will continue to be monitored closely. The ESL Teacher and the Guidance Counselor will continue to conduct conferences with content teachers, parents and students regarding progress and students will participate in all targeted intervention programs that are offered in all content areas. Students also continue to receive testing accommodations which include extended time (time-and-a half allocation), separate testing location and/or small group administration.

7. To further support the academic advancement of the ELL population, students will enroll in Saturday classes. Students also attend the St. John's University Liberty Partnership Program where students are given targeted assistance in developing reading skills and guided writing.

8. None.

9. ELL students are afforded equal access to all school programs. Students participate in the Homework Helpers Program and Clubs such as the Multicultural Club to help them acclimate as well as to help them develop an appreciation, tolerance and respect for cultural diversity. It also allows them to develop and gain proficiency in learning and speaking English in a social setting.

10. The Read 180 Program provides differentiated, adjusted instruction and practice in word study, vocabulary, fluency, spelling and comprehension. Leveled textbooks and other content-based resources such as manipulatives, glossaries, dictionaries and libraries are utilized.

11. NA

12. Required services support, and resources correspond to ELLs ages and grade levels.

13. Students participate in orientation where they become acclimated to the school environment.

14. Spanish is offered as a Language Elective to ELLs.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff will participate in ongoing, long term targeted professional development with strong emphasis on the State Learning Standards, differentiated and academic language development strategies. The majority of the instructional staff members are senior teachers who have met the requirements (7.5 hours to 10 hours) of professional development in ESL methodology. However, in order to keep abreast of the

instructional strategies and teaching methodologies of ELLs, teachers have participated in ELL professional development workshops in QTEL. The instructional staff also engages in professional development activities throughout the year. This ensures that they remain current in the instructional strategies and techniques that will enable our ELLs to succeed. The topics include the following:

Workshop Model

Differentiated Instruction

Tiered Assessment

Using Data to Inform and Support Instruction specifically for ELLs

Writing Process Workshop for ELLs

Collaborative Planning

Use of Native Language Support Resources in the content area classroom (Glossaries, dictionaries, leveled reading materials as available)

Testing Accommodations for ELLs (current and former) during standardized and classroom testing.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents are invited to participate in workshops based on their needs and the needs of students. Through individualized and group counseling and planning sessions, parents are kept abreast of students' progress. Parents learn about graduation requirements, school rules, and other workshops and services provided by the St. John's Liberty Partnership Program. Parental needs are determined as per conferences with both parents and students.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	1	0	3
Intermediate(I)										2	3	0	0	5
Advanced (A)										1	1	0	1	3
Total	0	0	0	0	0	0	0	0	0	5	4	1	1	11

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	1	0	0
	I										2	3	0	0
	A										1	1	0	1
	P										0	0	0	0

READING/ WRITING	B										2	1	0	0
	I										2	3	0	0
	A										1	1	0	1
	P										2	0	0	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 Bilingual Spe Ed													0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Math <u>Algebra</u>	6		3	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	3		2	
Living Environment	5		3	
Physics	0		0	
Global History and Geography	3		1	
US History and Government	3		2	
Foreign Language	0		0	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The assessment tools and data sources used to determine the literacy skills of ELLs are ELL Periodic Assessments, LABR, NYSESLAT RNMR Modality and ARIS. The information gleaned from the data showed that there has been improvement in the academic performance of ELLs, but, more importantly allows for specific interventions that could be employed for the individual student. Hence, differentiated instruction. Instructional staff also will be able to monitor and adjust instruction more effeciently since the NYSESLAT Modality Report provide information to determine student deficiencies in listening and speaking and reading and writing.

The success of the ELL Program will be evaluated through the NYESELAT Results, successful credit accumulation as an indication of classes passed and advancement to the next grade level, Regents examinations passed and graduation rate.

Additional Information

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

Paste additional information here

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		