



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GEORGE WASHINGTON CARVER HIGH SCHOOL FOR THE SCIENCES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q272

PRINCIPAL: DR. JANICE M. SUTTON

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SUPERINTENDENT: MR. JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
DR. JANICE M. SUTTON	*Principal or Designee	
MRS. RENEE FREEMAN	*UFT Chapter Leader or Designee	
MRS. TERESA HOOKS	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
MS. ANNMARIE DUPREY MR. ETHAN WELLINGTON	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
MR. ANDREW ROCCO	Member/ TEACHER	
MRS. KAREN KUGLER	Member/ TEACHER	
MR. TERENCE GHANIE	Member/ PARENT	
MRS. JANICE BROWN	Member/ PARENT	
MRS. CAROL MCKENZIE	Member/ PARENT	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012, students will demonstrate progress towards achieving state standards in Mathematics as measured by a 4% increase in students scoring at 65% and above on the Mathematics Regents Examinations.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

An analysis of the data revealed the following for Mathematics to date:

Cohort 2012 24% scored at levels 1 and 2 based on the New York State Mathematics Regents

Cohort 2013 39% scored at levels 1 and 2 based on the New York State Mathematics Regents.

Cohort 2014 24% scored at levels 1 and 2 based on the New York State Mathematics Regents.

Cohort 2015 52% of the entering class scored at levels 1 and 2 on the Mathematics 8th Grade test.

In addition, based on the 2010-2011 Progress Report, the Mathematics percentage range of our school compared with our Peer range was 48.5% and 56.8% with the City Range. Consequently, we will need to examine and seek to improve content delivery and overall student achievement in Mathematics. The goal is to significantly improve our students' achievement in Mathematics to meet and exceed the State's Standards and thus achieve the state of college readiness and preparedness.

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.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Review and update the mathematics instructional plan aligned to the Mathematics Common Core Standards. •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 to the Mathematics Common Core Learning Standards. •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 which include the evaluation of students' work. Utilization of Periodic Predictive Assessment Examinations as available for Algebra to gauge students' preparedness and progress.

•Embed content-specific professional development for staff teaching mathematics. Student engagement in performance-based projects. 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. End of marking period grade analysis and reflection summary with individual teachers. Assessment by the Mathematics teachers to determine if students are performing at a level that would lead to success in passing class and state examination. Formal and Informal observations based on research-based strategies.

Target Population : Grades 9-12 - Students enrolled in mathematics classes including ELLs, students with IEPs, students designated for the lowest third category School and City for Mathematics

Implementation Timeline: September 2011 to August 2012

Daily Responsible Staff: Principal, Assistant Principal, Mathematics Teachers, Guidance Counselors, Paraprofessionals, Parent Coordinator.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Conduct parent workshops for parents focused on the Mathematics Common Core Standards on how they can support their children's progress and monitor their progress at home.
- Provide parents with workshops to assist them in understanding the City, State and Federal Standards and Assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Conduct sustained job-embedded content-specific professional development for staff teaching mathematics aligned with the Mathematics Common Core Standards where the activities are referenced to student learning.
- Utilize research-validated practices to evaluate teacher-effectiveness in the delivery of instruction.
- Provide opportunities for the instructional staff to attend workshops and/or webinars to update and enhance skills and knowledge in professional practice.
- Provide opportunities for teachers to meet in study groups to examine and critique student work and thus inform instruction.
- Provide opportunities for teachers to meet and discuss real-life student dilemmas.
- Use opportunities throughout the year to use data to drive and differentiate instruction to meet the needs of students in mathematics and ensure that the curriculum is aligned with the Mathematics Common Core Standards.
- Utilize data to make decisions about the content and type of activities that constitute professional development.
- Provide mentorship to new teachers by modeling effective practices, assisting with developing lesson plans, observing the lessons and providing critical feedback.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- SAPIS program – provide students with the opportunity to develop coping skills and strategies to address and overcome social challenges that undermine

their academic success through large group, small group and one to one interactions.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. 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.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012, there will be a 3% increase in the number of students who accumulate the required number of credits to advance from 10th Grade to 11th Grade as evidenced by the Progress Report 2011-2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

An analysis of the 2010-2011 Progress Report and Credit Accumulation Reports revealed that 66.1% of 10th Graders advanced to 11th Grade. Consequently, we will need to examine and seek to improve content delivery and overall student achievement in all subject areas. The goal is to significantly improve our students' achievement to meet and exceed the State's Standards and thus achieve the state of college readiness and preparedness.

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.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Identify students who have accrued less than 15 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 including college readiness. •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 accumulation options for students who have completed the required seat time with the use of online and direct instructional resources for the Fall and Spring Semesters. •Provide Extended Day (PM and Saturday School as per budget availability) 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. •Provide periodic progress reports to students and parents in addition to report cards and transcripts to inform them of students' performance and progress. •Increase 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 and college readiness.

Target Population: Students who entered 9th Grade in 2010 including ELLs, students with IEPs and students designated for the lowest third category School and City.

Implementation Timeline: September 2011 to August 2012

Daily Responsible Staff: Principal, Assistant Principal, Teachers, Guidance Counselors, School Psychologist, Social Worker, Paraprofessional, School Aides, Parent Coordinator.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level.
- Develop a caring and effective partnership between the home and school to ensure that parents can effectively support and monitor the progress of their children.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Utilize research-validated practices to evaluate teacher-effectiveness in the delivery of instruction.
 - Provide opportunities for the instructional staff to attend workshops and/or webinars to update and enhance skills and knowledge in professional practice.
 - Provide opportunities for teachers to meet in study groups to examine and critique student work and thus inform instruction.
 - Use opportunities throughout the year to use data to drive and differentiate instruction to meet the needs of students in all content areas and ensure that each curriculum is aligned with the Common Core Standards.
 - Utilize data to make decisions about the content and type of activities that will engage the instructional staff in reflective teaching practices that address students' needs and college readiness.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- CTE – Veterinary Science Program provide students with the opportunity to combine hands-on inquiry based laboratory techniques utilized in Veterinary Science with the theoretical framework. Students gain valuable technical skills in laboratory techniques while learning advanced concepts

and theories in Veterinary Science. The funds provide opportunities for students to become exposed to the various career paths in Veterinary Science thus contributing to their college readiness.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
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.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By August 2012, students from the Class of 2012 will make progress towards achieving the eighty percent State Graduation Rate Standard as evidenced by a 3% increase in the school's Graduation Rate based on the school's 2010-2011 Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Data culled from the 2010-2011 Progress Report, ARIS, ATS, School Report Card revealed that there is need for improvement for the school's Graduation Rate. Although the State's Graduation Standard was achieved, we endeavor to achieve continuous improvement.

Consequently, we will need to examine and seek to improve the delivery of instruction and overall student achievement. The goal is to significantly improve our students' achievement in all content areas so that students will meet and exceed the State's Standards and thus achieve the state of college readiness and preparedness.

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.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Identify students who have accrued more than 25 but less than 30 credits in the 2012 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 online credit recovery standard-based programs. •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. Provide students with post secondary educational advisement and opportunities to submit applications to post secondary educational institutions.

Target Population : Students in Cohort 2012 including ELLs and students with IEPs Implementation

Timeline: September 2011 to August 2012

Daily Responsible Staff: Principal, Assistant Principal, Teachers, Guidance Counselors, School Psychologist, Social Worker, Paraprofessional, School Aides, Parent Coordinator.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Conduct parent workshops with topics that include graduation requirements, the college process and financial planning for college, college readiness, study skills, understanding educational accountability grade-level curriculum and assessment.
- Conduct workshops on how to navigate and understand student data systems and reporting.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Utilize research-validated practices to evaluate teacher-effectiveness in the delivery of instruction.
 - Provide opportunities for the instructional staff to attend workshops and/or webinars to update and enhance skills and knowledge in professional practice.
 - Provide opportunities for teachers to meet in study groups to examine and critique student work and thus inform instruction.
 - Use opportunities throughout the year to use data to drive and differentiate instruction to meet the needs of students in all content areas and ensure that each curriculum is aligned with the Common Core Standards.
 - Utilize data to make decisions about the content and type of activities that will engage the instructional staff in reflective teaching practices that address students' needs and college readiness.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

SAPIS program – provide students with the opportunity to develop coping skills and strategies to address and overcome social challenges that undermine their academic success through large group, small group and one to one interactions.

CTE – Veterinary Science Program provide students with the opportunity to combine hands-on inquiry based laboratory techniques utilized in Veterinary Science with the theoretical framework. Students gain valuable technical skills in laboratory techniques while learning advanced concepts and theories in Veterinary Science. The funds provide opportunities for students to become exposed to the various career paths in Veterinary Science thus contributing to their college readiness.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
TL Children First Funding; TL Fair Student Funding; Contract for Excellence for Extended Day classes, tutorials and Regents Review Preparation for Regents Examinations.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	10	15	15	15	25	2	2	2
10	15	28	25	34	22	3	2	1
11	15	25	19	38	30	1	1	1
12	28	18	15	30	25	1	0	1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	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.
Mathematics	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.
Science	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).
Social Studies	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.
At-risk Services provided by the Guidance Counselor	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.
At-risk Services provided by the School Psychologist	Delivery of service is during the school day. Students are counseled on a one to one basis utilizing a systemic approach.
At-risk Services provided by the Social Worker	Delivery of service is during the school day. Students are counseled on a one to one basis utilizing a systemic approach.
At-risk Health-related Services	Delivery of service is during the school day. Students are counseled on a one to one basis utilizing a systemic approach.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Ms. Jie Zhang	District 29	Borough Queens	School Number 272
School Name G. W. CARVER HIGH SCHOOL FOR THE SCIENCE			

B. Language Allocation Policy Team Composition [?](#)

Principal Dr. Janice M. Sutton	Assistant Principal Mrs. Magdalena Bellamy
Coach N. A.	Coach N. A.
ESL Teacher Ms. Rosa Hamlet	Guidance Counselor Ms. Svetlana Hamlet
Teacher/Subject Area Ms. Joyce Stukes	Parent Ms. Antoinette Nerys
Teacher/Subject Area Mr. Charles Yarborough	Parent Coordinator Ms. Sandra Welch-Dorsett
Related Service Provider Ms. Karen Kugler	Other type here
Network Leader Ms. Jie Zhang	Other type here

C. 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	23	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	5
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	475	Total Number of ELLs	9	ELLs as share of total student population (%)	1.89%
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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 three modalities - 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. However, a TBE program will be implemented if 20 or more parents of the same home language and the same grade request the TBE program.
6. Yes. Free-Standing.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): N. A.
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): N. A.

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	1
SIFE		ELLs receiving service 4-6 years	0	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										0
Dual Language										0
ESL	9	0	1	0	0	0	0	0	0	9
Total	9	0	1	0	0	0	0	0	0	9

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

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
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	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											2			2
Chinese													1	1
Russian														0
Bengali														0
Urdu														0
Arabic										2				2
Haitian										2	1			3
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	4	3	1	1	9								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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. Students will be given the opportunity to take the Regents examinations in the native language when deemed necessary.
5. (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.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	ENGLISH		
Social Studies:	ENGLISH		
Math:	ENGLISH		
Science:	ENGLISH		
ART/MUSIC	ENGLISH		
PHYSICAL EDUCATION	ENGLISH		

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 Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

B. Programming and Scheduling Information--Continued

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

5. (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. Students and parents participate in individual and group counseling to keep both students and parents abreast of their academic progress as well as graduation requirements. Our instructional program will place additional emphasis on the writing, reading and listening component. We will establish a successful writing and reading program by implementing the following practices:

~Conducting explicit instruction of skill. Students will write often and use their peers in the classroom as their audience. Students will work with partners to plan, write edit and to provide each other with feedback. By examining each other's work, students have the opportunity to learn new words, and understand the mechanics of writing.

~Setting classroom protocols. The focus will be on the protocols of writing. Activities will include the understanding of the writing process, rules and routines of writing and reading comprehension. Students will be taught what to do during the editing stag, conferencing, reading and analyzing. We will emphasize the use of glossaries, dictionaries and highlighters for editing. Students will be asked to keep a notebook with thoughts, Literature Logs, quotes and notes for future writing, reading and interpreting. The teachers will manage time within the diverse writing activities, but also incorporating writing across the curriculum. There will also be a computer workstation with directions for accessing programs, the internet and word processing programs.

~Set high standards for writing. Although we implement all the learning standards in our ESL class, we also need to challenge every child with an enriched curriculum, which includes direct instruction on all the protocols and skills on how to be a successful writer.

~Focusing on vocabulary development. To increase vocabulary, students will be engaged in enriched story-related writing.

~Implementing a differentiated assessment process. Based on the level of Second Language proficiency, each child will have a differentiated growth plan and there will be more teacher and student reflection and debriefing.

~Use rubrics and self-evaluation. The teacher will incorporate a writing rubric to assess level of proficiency in topics taught and they will utilize self-evaluation for self-discovery.

(d) 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. Students and parents will participate in individual and group counseling to ensure their academic success.

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

7. Students who are ELL-SWD are enrolled in CTT classes. The lessons are differentiated to meet the individual needs of students. The instructional strategies include cooperative learning, role playing, the use of modeling, graphic organizers and visuals, concept mapping, vocabulary and language development, guided interactions, scaffolding and the use of computer assisted instruction.

8. ELL students participate in the After School Tutorials and Extended Day Saturday Regents Review and preparation programs.

B. Programming and Scheduling Information--Continued

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

5. (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. Students and parents participate in individual and group counseling to keep both students and parents abreast of their academic progress as well as graduation requirements. Our instructional program will place additional emphasis on the writing, reading and listening component. We will establish a successful writing and reading program by implementing the following practices:

~Conducting explicit instruction of skill. Students will write often and use their peers in the classroom as their audience. Students will work with partners to plan, write edit and to provide each other with feedback. By examining each other's work, students have the opportunity to learn new words, and understand the mechanics of writing.

~Setting classroom protocols. The focus will be on the protocols of writing. Activities will include the understanding of the writing process, rules and routines of writing and reading comprehension. Students will be taught what to do during the editing stage, conferencing, reading and analyzing. We will emphasize the use of glossaries, dictionaries and highlighters for editing. Students will be asked to keep a notebook with thoughts, Literature Logs, quotes and notes for future writing, reading and interpreting. The teachers will manage time within the diverse writing activities, but also incorporating writing across the curriculum. There will also be a computer workstation with directions for accessing programs, the internet and word processing programs.

~Set high standards for writing. Although we implement all the learning standards in our ESL class, we also need to challenge every child with an enriched curriculum, which includes direct instruction on all the protocols and skills on how to be a successful writer.

~Focusing on vocabulary development. To increase vocabulary, students will be engaged in enriched story-related writing.

~Implementing a differentiated assessment process. Based on the level of Second Language proficiency, each child will have a differentiated growth plan and there will be more teacher and student reflection and debriefing.

~Use rubrics and self-evaluation. The teacher will incorporate a writing rubric to assess level of proficiency in topics taught and they will utilize self-evaluation for self-discovery.

(d) 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. Students and parents will participate in individual and group counseling to ensure their academic success.

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

7. Students who are ELL-SWD are enrolled in CTT classes. The lessons are differentiated to meet the individual needs of students. The instructional strategies include cooperative learning, role playing, the use of modeling, graphic organizers and visuals, concept mapping, vocabulary and language development, guided interactions, scaffolding and the use of computer assisted instruction.

8. ELL students participate in the After School Tutorials and Extended Day Saturday Regents Review and preparation programs.

9. Students who have reached proficiency on the NYSESLAT will continue to be monitored closely. The ESL teacher and guidance counselor will continue to conduct conferences with content teachers, parents and students regarding progress and students will participate

B. Programming and Scheduling Information--Continued

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

5. (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. Students and parents participate in individual and group counseling to keep both students and parents abreast of their academic progress as well as graduation requirements. Our instructional program will place additional emphasis on the writing, reading and listening component. We will establish a successful writing and reading program by implementing the following practices:

~Conducting explicit instruction of skill. Students will write often and use their peers in the classroom as their audience. Students will work with partners to plan, write edit and to provide each other with feedback. By examining each other's work, students have the opportunity to learn new words, and understand the mechanics of writing.

~Setting classroom protocols. The focus will be on the protocols of writing. Activities will include the understanding of the writing process, rules and routines of writing and reading comprehension. Students will be taught what to do during the editing stag, conferencing, reading and analyzing. We will emphasize the use of glossaries, dictionaries and highlighters for editing. Students will be asked to keep a notebook with thoughts, Literature Logs, quotes and notes for future writing, reading and interpreting. The teachers will manage time within the diverse writing activities, but also incorporating writing across the curriculum. There will also be a computer workstation with directions for accessing programs, the internet and word processing programs.

~Set high standards for writing. Although we implement all the learning standards in our ESL class, we also need to challenge every child with an enriched curriculum, which includes direct instruction on all the protocols and skills on how to be a successful writer.

~Focusing on vocabulary development. To increase vocabulary, students will be engaged in enriched story-related writing.

~Implementing a differentiated assessment process. Based on the level of Second Language proficiency, each child will have a differentiated growth plan and there will be more teacher and student reflection and debriefing.

~Use rubrics and self-evaluation. The teacher will incorporate a writing rubric to assess level of proficiency in topics taught and they will utilize self-evaluation for self-discovery.

(d) 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. Students and parents will participate in individual and group counseling to ensure their academic success.

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

7. Students who are ELL-SWD are enrolled in CTT classes. The lessons are differentiated to meet the individual needs of students. The instructional strategies include cooperative learning, role playing, the use of modeling, graphic organizers and visuals, concept mapping, vocabulary and language development, guided interactions, scaffolding and the use of computer assisted instruction.

8. ELL students participate in the After School Tutorials and Extended Day Saturday Regents Review and preparation programs.

9. Students who have reached proficiency on the NYSESLAT will continue to be monitored closely. The ESL teacher and guidance counselor will continue to conduct conferences with content teachers, parents and students regarding progress and students will participate

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)?

N. A.

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

Curriculum Mapping

Looking at Students' Work

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 counseling and planning sessions, parents are kept abreast of students' progress. Parents learn about graduation requirements, school rules, and other workshops as well as services provided by the St. John's Liberty Partnership Program. These targeted workshops include how to access student data using ARIS, electronic grading systems and how to interpret the information. Parents are also given resources on how to improve communication in English. Parents also participate in school-based activities.

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)										1				1
Intermediate(I)										2	1	1	1	5
Advanced (A)										1	2			3
Total	0	0	0	0	0	0	0	0	0	4	3	1	1	9

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	0	0
Integrated Algebra	6	0	1	0
Geometry	2	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	3	0	1	0
Living Environment	4	0	2	0
Physics	0	0	0	0
Global History and Geography	4	0	0	0
US History and Government	2	0	0	0
Foreign Language	1	0	1	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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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

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

Part VI: LAP Assurances

School Name: <u>George Washington Carver High</u>			School DBN: <u>27Q272</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Janice M. Sutton	Principal		12/19/11
Mrs. Magdalena Bellamy	Assistant Principal		12/19/11
Ms. Sandra Welch-Dorsett	Parent Coordinator		12/19/11
Ms. Rosa Hamlet	ESL Teacher		12/19/11
Ms. Antoinette Nerys	Parent		12/19/11
Ms. Joyce Stukes	Teacher/Subject Area		12/19/11
Mr. Charles Yarborough	Teacher/Subject Area		12/19/11
N. A.	Coach		12/19/11
N. A.	Coach		12/19/11
Ms. Svetlana Hamlet	Guidance Counselor		12/19/11
Ms. Jie Zhang	Network Leader		12/19/11
Ms. Karen Kugler	Other <u>Related Service Prov</u>		12/19/11
	Other		12/19/11
	Other		12/19/11
	Other		12/19/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 272 **School Name:** GEORGE WASHINGTON CARVER HIGH SCHOOL

Cluster: 02 **Network:** 201

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.

Results of home language surveys were compiled as was feedback from the parent coordinator, teachers, supervisors, guidance staff and the Lab Besis Coordinator. The survey indicated translation needs in languages other than English, for parents of ELL students as well as parents of non ELL students whose language is other than English

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.

Formal and informal conversations with teachers, supervisors, students, guidance counselors and parents identified the needs for written translation and oral interpretation needs. These findings were shared at faculty 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.

Translation services will be needed for the following documents into Spanish, Chinese and Haitian Creole done in-house:

- a. Notices for meetings, school calendars, invitations to workshops, class/grade events.
- b. Guidance communications with parents
- c. PTA meetings notices and other communications.
- d. Miscellaneous documents including school papers and records for various countries

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.

Translators are needed to assist non-English speaking parents during Open School conferences to obtain information from teachers regarding their child's academic progress. Translators will help parents to understand the school's rules and regulations, academic standards and the types of assessments used for the evaluation of student work. Services are mostly done in-house with the backup of interpretation services available.

Translators are also needed for ELL Parent Orientation meetings:

One session during the Fall term

One session during the Spring term

Translators will assist parents of newly enrolled ELL's to understand the various program choices available to them as well as the academic standards students must achieve to meet diploma requirements.

Translators are needed in Spanish, Chinese, Haitian Creole and Urdu during Open School conferences and ELL Parent Orientation meeting

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>.

Flyers are backpacked and/or mailed to parents to keep them abreast of events.
A multi-language phone master is employed repeatedly.
Conferences in native languages are held to address the specific needs of students.