Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**GEORGE WASHINGTON CARVER HIGH SCHOOL FOR THE SCIENCES**
DBN (*i.e. 01M001*):	**29Q272**
Principal:	**DR. JANICE M. SUTTON**
Principal Email:	**JSUTTON2@SCHOOLS.NYC.GOV**
Superintendent:	**MR. DONALD CONYERS**
Network Leader:	**MR. JOSEPH ZAZA**

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 (AIS), and the Parent Involvement Policy (PIP). 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.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
DR. JANICE M. SUTTON	*Principal or Designee	
MS. RENEE FREEMAN	*UFT Chapter Leader or Designee	
MS. YVONNE CHAPLIN	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
MR. DANNY DEO MS. JESSICA BALKARAN	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
MS. KAREN KUGLER	Member/ STAFF	
MS. NICOLE CAMARGO	Member/ STAFF	
MS. CARLINE ST.FIRMIN	Member/ PARENT	
MS. ERICA WALLACE	Member/ PARENT	
MS. CATHY HOLLINGSWORTH	Member/ PARENT	
MS. PAMELA STEWART SPENCER	Member/ STAFF	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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 June 2015, students will demonstrate progress towards achieving college and career readiness standards in Global Studies as measured by a 3% increase in the number of students who pass the Global History and Geography Regents Examination as compared with the number of students who passed the Global History and Geography Regents in 2014.

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 Global History and Geography to date: 54% of the students who took the Regents Examination meet City and State Standards. This data set includes all students in the high school who took the respective exams in January, June or August 2014. As reported in the 2013-2014 School Quality Guide, the percent passing compared with the City Range was 40% and the percent passing compared with the Peer Range was 24%. This metric reflected the pass rates of students on the Global Studies Regents exam. The weights were based on the likelihood of students passing the exam given their performance on the 8th Grade ELA exam. Cohort 2015 - 64% scored at levels 1 and 2 based on the ELA 8th Grade Test Cohort 2016 - 67% scored at levels 1 and 2 based on the ELA 8th Grade Test Cohort 2017 - 80% scored at levels 1 and 2 based on the Common Core ELA 8th Grade Test Cohort 2018 - 87% scored at levels 1 and 2 based on the Common Core ELA 8th Grade Test Consequently, we will need to examine and seek to improve content delivery and overall student achievement in Global Studies. The goal is to significantly improve our students' achievement in Global Studies and Geography to meet and exceed the State's Standards. Thus, we would significantly increase 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Provide Interim Assessments, classroom assessments and student work products to monitor students' individualized growth. 2. Increase the usage of informational text across content areas to ensure a deeper understanding of political, social, or emotional aspects of world and its events to ensure that students complete well-constructed DBQ and Thematic essays which are evidence-based. 3. Provide students with a variety of close reading strategies to increase comprehension and understanding of informational texts with emphasis on academic and content specific vocabulary for Global Studies and Geography. Explicitly teach the academic language necessary to comprehend complex text so that students can draw on these texts to speak and write in the content area. 4. Provide professional development on Universal Design for Learning (UDL), Common Core Shifts, and Depth of Knowledge (DOK) to meet the individualized learning needs of all students and ensure critical thinking. Instructional Staff will integrate visual representations into their lessons to aid students' comprehension of difficult vocabulary; use graphic organizers to find appropriate and relevant information from the text and record information they have found; use of visual word walls to scaffold vocabulary development and foster independence in reading and writing tasks by increasing and building vocabulary. These strategies will help to unpack the language of informational text.
B. Key personnel and other resources used to implement each strategy/activity
1. Administration, Lead Teachers, Guidance Counselors, and all teacher teams will analyze data and provide feedback and next steps based on results. 2. All teachers will incorporate informational text in their instruction to enhance content knowledge. 3. All teachers will incorporate a variety of instructional strategies and instructional materials to ensure comprehension and understanding of informational text in their daily instruction. 4. Administration and Lead teachers will facilitate professional development workshops and weekly content area meetings

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Item Analysis and actionable feedback from all student work products will be utilized to determine preparedness, growth and next steps. AIS and Regents Preparation. 2. Administrative and peer feedback will be provided on Unit Plans and Lesson Plans to support the usage of informational text. 3. Administrative and peer feedback will be provided on Unit Plans and Lesson Plans to ensure the incorporation of close reading strategies. 4. Administration and teacher inter-visitation teams will conduct classroom visits utilizing the Teacher Effectiveness Rubric: A Framework for Teaching by Charlotte Danielson. Feedback will be provided. Teachers will engage in self-reflection activities during Common Planning Time.
D. Timeline for implementation and completion including start and end dates
1. Interim Assessments will be given four times throughout the 2014-2015 Academic year (November, January, March and May) and on-going classroom assessments throughout the academic year and Regents Examinations in January and June. 2. Informational text will be included in weekly instruction at least three times per week. 3. Close reading strategies will be included in the weekly lessons at least three times per week. Teachers will select challenging and appropriate text; analyze the text's content and language ahead of time; anticipate potential challenges the text may present to students; write text-dependent questions that engage students in interpretive tasks; lead rich and rigorous conversations through the use of text-dependent questions and ensure reading activities stay closely connected to the text. 4. Professional developments will be provided monthly.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Use of daily scheduled pedagogical allocations and per-session rate activities for 4 weeks Regents Prep during Fall and Spring Semesters. 2. Use of daily scheduled pedagogical allocations 3. Use of daily scheduled pedagogical allocations 4. Use of daily scheduled pedagogical allocations and per-session rate activities for 2 hours per month for Lead Teacher Professional development.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Provide materials and training to help parents work with their children to improve their achievement levels in literacy. Foster a caring and effective home school partnership to ensure that parents can effectively support and monitor their child's progress through case conferencing with individual teachers, grade level team teachers and guidance counselors. Parents have access to Pupil Path which allows them to constantly monitor students' academic progress. Provide assistance to parents in understanding city, state and federal standards and assessments. Conduct parent workshops monthly that include grade-level curriculum and assessment expectations. Provide parents with up-to-date information using ARIS, Skedula/Pupil Path and Parent Teacher Conferences.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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 June 2015, students will demonstrate progress towards achieving college and career readiness standards in Science as measured by 3% increase in the number of students who pass the Science as compared with the number of students who passed the Science in 2014.

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 Science to date: 59% of the students who took the Regents Examination meet City and State Standards. This data set includes all students in the high school who took the respective exams in January, June or August 2014. As reported in the 2013-2014 School Quality Guide, the percent passing compared with the City Range was 45% and the percent passing compared with the Peer Range was 31%. This metric reflected the pass rates of students on the Science Regents exam. The weights were based on the likelihood of students passing the exam given their performance on the 8th Grade Mathematics exam. An analysis of the data revealed the following for Mathematics to date: Cohort 2015 - 41% scored at levels 1 and 2 based on the Mathematics 8th Grade Test Cohort 2016 - 51% scored at levels 1 and 2 based on the Mathematics 8th Grade Test Cohort 2017 - 84% scored at levels 1 and 2 based on the Common Core Mathematics 8th Grade Test Cohort 2018 - 92% scored at levels 1 and 2 based on the Common Core Mathematics 8th Grade Test Consequently, we will need to examine and seek to improve content delivery and overall student achievement in Science. The goal is to significantly improve our students' achievement in Science to meet and exceed the State's Standards and thus significantly improve 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Provide Interim Assessments, classroom assessments and student work products to monitor students' individualized growth. 2. Increase the usage of informational text across content areas to ensure a deeper understanding of scientific and real-world events to ensure that students complete well-constructed responses which are evidence-based and are aligned to the scientific methodology. 3. Provide students with a variety of close reading strategies to increase comprehension and understanding of informational texts with emphasis on content specific academic vocabulary. 4. Provide professional development on Universal Design for Learning (UDL), Common Core Shifts, and Depth of Knowledge (DOK) to meet the individualized learning needs of all students and ensure critical thinking.
B. Key personnel and other resources used to implement each strategy/activity
1. Administration, Lead Teacher, Guidance Counselors, and all teachers of Science will analyze data and provide feedback and next steps based on results. 2. Administration and all teachers of Science will incorporate informational texts pertaining to a variety of science topics. 3. Administration and Lead teacher will facilitate content-specific professional development workshops in science. In addition, Administration and teacher inter-visitation teams will conduct classroom visits utilizing the Teacher Effectiveness Rubric: A Framework for Teaching by Charlotte Danielson. Feedback will be provided. Teachers will engage in self-reflection activities.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Administration and Lead Teacher will review curriculum unit plans and lessons plans to ensure alignment to Common Core Shifts in Science. 2. Integrate Class work activities, Performance Based Assessments, Periodic Predictive Assessments and Interim Assessment activities to monitor students' individualized growth; AIS and Regents preparation.

3. Administration and teacher inter-visitation teams will conduct classroom visits utilizing the Teacher Effectiveness Rubric: A Framework for Teaching by Charlotte Danielson. Feedback will be provided. Teachers will engage in self-reflection activities during Common Planning Time.

D. Timeline for implementation and completion including start and end dates

1. September 2014 to June 2015. There will be ongoing adjustment and reflection of curriculum development throughout the academic year.
2. September 2014 to June 2015. Students will be exposed to at least four Performance based Assessments as well as other City and State examinations.
3. Professional developments will be provided monthly.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Use of daily scheduled pedagogical allocations.
2. Use of daily scheduled pedagogical allocations and per-session rate activities for 4 weeks Regents Prep during Fall and Spring Semesters.
3. Use of daily scheduled pedagogical allocations and per-session rate activities for 2 hours per month for Lead Teacher Professional development.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Provide materials and training to help parents work with their children to improve their achievement levels in Science.
Foster a caring and effective home school partnership to ensure that parents can effectively support and monitor their child's progress.
Provide assistance to parents in understanding city, state and federal standards and assessments.
Conduct parent workshops that include grade-level curriculum and assessment expectations. Provide parents with up-to-date information using ARIS, Skedula/Pupil Path and Parent Teacher Conferences.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 June 2015, 80% of the incoming 9th Graders will advance to the next grade level as a result of the implementation of Advisories to address College and Career Readiness to sustain a college-going culture through academic support and student personalization.

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.
Based on the Common Core ELA and Mathematics data for the entering Cohort 2018, 87% scored at levels 1 and 2 in ELA and 92% scored at levels 1 and 2 in Mathematics. We will need to work on skill acquisition and seek to develop the habits of minds to enable students the gain the requisite skills and knowledge needed to achieve and exceed mastery levels of the state academic standards to advance to the next grade level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Identify and refine the behaviors, attitudes and skills necessary to succeed in college and careers by ensuring credit accumulation and advancement to the next grade. 2. Identify various resources and information to make thoughtful decisions in the future regarding college and careers. The Guidance Counselor will help 9th graders develop and monitor progress towards semester, year- long and life goals and provide intervention for students who do not meet their goals. 3. Immerse the students in a college going culture by participating in advisories and pre-college information workshops.
B. Key personnel and other resources used to implement each strategy/activity
1. Administration, Guidance Counselors, 9th Grade Teacher Team, Advisory Teachers and Parent Coordinator. Provide GC and Advisory Teachers with curriculum. 2. Administration, Guidance Counselors, 9th Grade Teacher Team, Advisory Teachers and Parent Coordinator. Provide students with supplemental materials such as review books, computer-based tutorials, peer and teacher-based tutorials to augment and support classroom instruction. 3. Administration, Guidance Counselors, 9th Grade Teacher Team, Advisory Teachers and Parent Coordinator.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Identify students who have accrued less than 5 credits at the end of the Fall semester. GC and Advisory Teacher(s) will provide targeted case conferencing to keep students abreast of academic progress. Provide students with AIS and Regents Preparatory Activities 2. Teachers and students will complete pre and post surveys to gauge program effectiveness. 3. Administrations will monitor through classroom visits. Students will participate in at least two pre-college activities.
D. Timeline for implementation and completion including start and end dates
1. September 2014 to June 2015 9th Grade students will meet with advisor one time per week. 2. September 2014 to June 2015 9th Grade students will meet with advisor one time per week. 3. September 2014 to June 2015 9th Grade students will meet with advisor one time per week.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Use of daily scheduled pedagogical allocations Use of daily scheduled pedagogical allocations and per-session rate activities for 4 weeks Regents Prep during Fall and Spring Semesters. 2. Use of daily scheduled pedagogical allocations 3. Use of daily scheduled pedagogical allocations

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Provide materials and training to help parents work with their children to become college and career bound. Foster a caring and effective home school partnership to ensure that parents can effectively support and monitor their child's progress. Provide assistance to parents in understanding city, state and federal standards and assessments as they align to college and career readiness. Conduct parent workshops that include college and career resources. Provide parents with up-to-date information using ARIS, Skedula/Pupil Path and Parent Teacher Conferences.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
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.	Small group, one to one, tutorials	During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)
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 needed to master the specific math content areas	Small group, one to one, tutorials	During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)
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).	Small group, one to one, tutorials	During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)
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.	Small group, one to one, tutorials	During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	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	Small group, one to one	Delivery of service is during the school day. Students are counseled on a one to one basis utilizing a systemic approach.

	based on individual need. Students will be carefully monitored to ensure that they progress.		

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
GWCHSS endeavors to employ the following strategies to support and sustain the recruitment, assignments, and retentions of teachers: • Utilization of TRQ Referrals, New Teacher Finder, Teach NYC and other New York City Teacher Recruitment Events to select applicants who through the Online Teacher Application System and a rigorous interview process have shown great potential for success in the classroom. • Mentoring for all beginners in their first year of teaching from experienced teachers, coupled with shared planning and decision making • Ongoing professional learning embedded in weekly planning and professional development time which enable teachers to reinforce content knowledge, skills and share best practices in instructional methodology. • Infusing varied resources to support curriculum development and instructional implementation • Utilize research-validated practices to evaluate teacher-effectiveness in the delivery of instruction. • Allocation of time for teacher planning and professional development through team meetings content and grade level. • Inter visitations amongst colleagues where feedback is given to support and enhance professional growth.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
To ensure that current staff become highly qualified, in order to achieve this goal. • Conduct sustained job-embedded content-specific professional development for teaching staff aligned with the 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. • 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. • Provide mentorship to new teachers by modeling effective practices, assisting with developing lesson plans, observing the lessons and providing critical feedback. • 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.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs

whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, State and Local Funds are allocated to support students academically in academic core classes through After School and Extended Day Programs which include tutorials; PM School which enable students to gain credit accumulation; and Regents Preparatory Reviews which provide students with content knowledge and skills development so that they can meet and exceed City and State benchmarks toward graduation and College and Career Readiness. We provide services which bring relief to students to support their basic educational needs such as clothing, uniforms and school supplies which include study guides. We provide social emotional support to students through on-going counseling, referrals to community-based organizations and conduct parental workshops 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.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

• Teachers will be provided with ongoing professional development regarding varied types of assessments both quantitative and qualitative that can be implemented and its significance for student growth. All assessments will be aligned with state standards, district standards and the school vision and mission.
• Teachers will be afforded the opportunity to discuss, plan and choose appropriate assessments during grade level and content team meetings that will be implemented with the students in their respective content areas. Assessments will be administered four times per school year.
• Teachers will be expected to provide data collected from the assessments to students, parents, guidance and administration as a means to support the whole child and ensure academic and social growth.
• Administration and teacher leaders will monitor and support the teachers assessment choices to ensure that they will be utilized to:
  ○ enhance the curriculum and ensure alignment with Common Core Learning Standards.
  ○ improve teaching methodologies as a means to increase student learning outcomes and development.
  ○ integrate varied learning techniques, resources and materials while providing access to the curriculum.
  ○ determine how well students are meeting the state, district and school expected learning outcomes.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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.

DBN: 29Q272

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$192,854.97	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,533,195.00	X	See action plan

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 29	Borough Queens	School Number 272
School Name GEORGE WASHINGTON CARVER HIGH SCHOOL FOR		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

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 and Ms. De
Teacher/Subject Area Ms. Joyce Stukes	Parent Ms. Kerlyne Jean
Teacher/Subject Area Mr. Charles Yarborough	Parent Coordinator Ms. Sandra Welch-Dorsett
Related Service Provider Ms. Karen Kugler	Other type here
Network Leader(Only if working with the LAP team) Mr. Joseph Zaza	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	498	Total number of ELLs	12	ELLs as share of total student population (%)	2.41%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☒ 10☒ 11☒ 12☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s): N. A.
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										1	1	1	1	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	**Newcomers (ELLs receiving service 0-3 years)**	8	**ELL Students with Disabilities**	2
SIFE		**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6+ years)**	2

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 SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	8	0	0	2	0	0	2	0	0	12

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	8	0	0	2	0	0	2	0	0	12
Number of ELLs who have an alternate placement paraprofessional: ____										

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
Urdu ____										1	0	0	0	1
Haitian ____										3	2	4	2	11
SELECT ONE ____														0
TOTAL	0	0	0	0	0	0	0	0	0	4	2	4	2	12

*EP=English proficient student

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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE ____																			0	0
SELECT ONE ____																			0	0
SELECT ONE ____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE ____									0	0
SELECT ONE ____									0	0
SELECT ONE ____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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														0
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian										3	2	4	2	11
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	4	2	4	2	12

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	0	0	2
Intermediate(I)										0	2	2	1	5
Advanced (A)										2	0	2	1	5
Total	0	0	0	0	0	0	0	0	0	4	2	4	2	12

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

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

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 (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Integrated Algebra	8		5	
Geometry	0		0	
Algebra 2/Trigonometry	1		0	
Math _____	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	2		0	
Living Environment	2		2	
Physics	0		0	
Global History and	5		0	
Geography	0		0	
US History and	2		1	
Foreign Language	0		0	
Government	0		0	
Other _____	0		0	
Other _____	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   The assessment tools and data sources used to determine the literacy skills of ELLs are ELL Periodic Assessments, LAB-R, 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   Although there has been improvement in the reading, speaking and listening, there are deficiences in the writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Paste response to question here:
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   Currently, we do not administer any Native Language Examinations. However, an analysis of the RLAT has revealed that there are patterns in improvement for Speaking and Reading across grades and proficiencies. We will need to focus on the writing and listening components as evidenced by the slight decrease in scores for 5 students.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   N. A.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   During team meetings, the ELL Teacher and the content area teachers collaborate and discuss instructional strategies which can be incorporated to support the ELLs during the instructional process. These ELL-friendly strategies increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   N. A.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   The success of the ELL Program will be evaluated through the NYSESLAT Results, successful credit accumulation as an indication of classes passed and advancement to the next grade level, Regents examinations passed and graduation rate. In addition, Ells are further evaluated based on classwork assignments, tests, student self evaluation assessments and reflections.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
   Initial identification of students is done by the Guidance Counselor and ESL Teacher who interview the parents with assistance of a Bilingual Paraprofessional, teachers of Foreign Languages and Parent Coordinator serving as Translators as needed. 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 uniques needs. The Home Language Identification Survey is explained and is given to the parents to be completed. Assistance is offered as needed. The ESL teacher determines the eligibility of students for the ESL Program and

administers the LAB-R within 10 days of admittance to the school. Students are placed in homogenous classes based on the LAB-R results. The NYSESLAT is administered as scheduled by the NYSED. The ESL teacher administers the test to the students addressing the four modalities - speaking, reading, writing and listening. Parents are notified about the NYSESLAT testing schedule in their native languages and English. ELLs must be placed in the parent's program of choice within 10 days of enrollment. Students are immediately placed in the program of choice currently offered by the school with a full schedule.

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.

   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 by the ELL Cordinator, Guidance Counselor and translator as needed. 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 chose 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. Once parents are informed of these options, parents a given a Parent Survey and program Selection Form on which they indicate their program choice. The parent choice is indicated in the designated screen in ATS (ELPC) upon completion of the form. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's pernament record.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

   After LAB-R results have been received and reviewed, letters are mailed to parents in languages available. An entitlement letter is sent to the parents/guardians of each student who is eligible for ELL services based on the LAB-R results. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's pernament record.

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.

   Once potential ELLs are identified, they are administered the state required identification test within ten days of enrollment. The results of the identification test determine whether students are entitled to ESL/bilingual programs and services. 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 following the cut scores and eligibility (including designations of beginner, intermediate, and advanced). After LAB-R results have been received and reviewed, letters are mailed to parents in languages available. An entitlement letter is sent to the parents/guardians of each student who is eligible for ELL services based on the LAB-R results. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's pernament record.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

   Each ELL student is administered the NYSESLAT to determine English proficiency. In order to maintain the integrity of this test administration, security procedures are strictly observed. Test materials are placed in a secure, locked facility when they are first received and also after the completion of the day's testing. Someone other than the students' teacher is assigned to administer and score the speaking subtest. The writing subtest is scored by a committee of teachers. No teacher scores more than half of the constructed response question in the students' writing subtest booklet. No ESL teacher nor ELA teacher of the ELL students scores the writing subtest. Based on the adminstration schedule, as outlined by the State Education Department, the Speaking subtest is administered to students individually at a location separate from other students during the time frame allocated. Scoring is done at the time of administration. The Listening, Reading, and Writing subtests are administered to students during the scheduled time allocated. Any opportunity for make-up test dates are done during the primary administration period. Before the administration of the NYSESLAT, letters are mailed to parents translated in Native Language and English to appraise them of the examination. Students are allowed the time that they need to complete the test following the state mandates.

6. 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.) 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.

   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. Yes. Free-Standing.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

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

    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. 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 foster language development and meet the demands of the Common Core Learning Standards.

    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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

    Students will be given the opportunity to take the Regents examinations in the native language when deemed necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

    Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.
b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
c. Describe your plan for ELLs receiving service 4 to 6 years.
d. Describe your plan for long-term ELLs (completed 6+ years).
e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

(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, pronumciation 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.

(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 OELL College Bound Program where students are given targeted assistance in developing reading skills and guided writing, SAT and College. Students and parents will participate in individual and group counseling to ensure their academic success.

7. 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?

   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 instructural 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. Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues are utilized to provide meaning for instruction and to promote success.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

   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.

Courses Taught in Languages Other than English

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:				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.
   ELL students participate in the After School Tutorials and Extended Day Saturday Regents Review and preparation programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
    We will continue to improve the delivery of instruction to support the ELLs in the content classes so that they will meet and exceed the benchmarks for the Common Core Standards.
12. What programs/services for ELLs will be discontinued and why?
    N. A.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELL students are afforded equal access to all school programs. Students participate in the Homework Helpers Program and Clubs such as the Multicultural Club to help them acclimate as well as to help them develop an appreciation, tolerance and respect for cultural diversity. It also allows them to develop and gain proficiency in learning and speaking English in a social setting
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Components of The Read 180 Program provides differentiated, adjusted instruction and practice in word study, vocabulary, fluency, spelling and comprehension. Leveled textbooks and other content-based resources such as manipulatives, glossries, dictionaries and libraries are utilized.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    N. A.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Required services support, and resources correspond to ELLs ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    Students participate in the Homework Helpers Program and Clubs such as the Multicultural Club to help them acclimate as well as to help them develop an appreciation, tolerance and respect for cultural diversity. It also allows them to develop and gain proficiency in learning and speaking English in a social setting
18. What language electives are offered to ELLs?
    Spanish is offered as a Language Elective to ELLs.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    N. A.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 Common Core 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. This include Universal Design for Learning which allows for Multiple means of Representation, Multiple Means of Actions and Expression and Multiple Means of Engagement. The instructional staff also engages in professional development activities throughout the year that enable them to discuss and incoporate ELL-friendly strategies which will support ELLs in the content areas. These strategies increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments . This ensures that they remain current in the instructional strategies and techniques that will enable our ELLs to succeed. The topics include the following:

Academic Vocabulary
Text-based Answers
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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 aa 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 intrepret the information. Parents are also given resources on how to improve communication in English. Parents also particpate in school-based activities.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: GEORGE WASHINGTON CARVER			School DBN: 29Q272
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		11/15/13
Ms. Magdalena Bellamy	Assistant Principal		11/15/13
Ms. Sandra Welch-Dorsett	Parent Coordinator		11/15/13
Ms. Rosa Hamlet	ESL Teacher		11/15/13
Ms. Kerlyne Jean	Parent		11/15/13
Ms. Joyce Stukes	Teacher/Subject Area		11/15/13
Mr. Charles Yarborough	Teacher/Subject Area		11/15/13
N. A.	Coach		11/15/13
N. A.	Coach		11/15/13
Ms. Svetlana Hamlet	Guidance Counselor		11/15/13
Mr. Joseph Zara	Network Leader		11/15/13
Ms. Karen Kugler	Other Related Service Prov		11/15/13
	Other _____		11/15/13
	Other _____		11/15/13
	Other _____		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q272 **School Name:** GEORGE WASHINGTON CARVER HIGH SCHOO

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 well as 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.