Department of Education
Carmen Fariña, Chancellor

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **29Q272**

School Name: **GEORGE WASHINGTON CARVER HIGH SCHOOL FOR THE SCIENCES**

Principal: **DR. JANICE M. SUTTON**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: George Washington Carver High School For The Sciences

School Number (DBN): 29Q272

Grades Served: 9-12

School Address: 143-10 Springfield Boulevard, Springfield Gardens, New York 11413

Phone Number: (718) 525-6439

Fax: (718) 525-6482

School Contact Person: Ms. Candice Best-Walker

Email Address: CBest-Walker@schools.nyc.gov

Principal: Dr. Janice M. Sutton

UFT Chapter Leader: Ms. Renee Freeman

Parents' Association President: Ms. Yvonne Chaplin

SLT Chairperson: Ms. Yvonne Chaplin

Title I Parent Representative (or Parent Advisory Council Chairperson): Ms. Erica Wallace

Student Representative(s): Mr. Danny Deo

Ms. Jessica Balkaran

District Information

District: 29

Superintendent: Mr. Michael Prayor

Superintendent's Office Address: 1600 Rockaway Parkway, Brokklyn, New York 11236

Superintendent's Email Address: MPrayor@schools.nyc.gov

Phone Number: ((718) 290-8675

Fax:

Borough Field Support Center (BFSC)

BFSC: Borough Field Support Center - Queens South

Director: Ms. Marlene Wilks

Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, New York, 11416

Director's Email Address: MWilks@schools.nyc.gov

Phone Number: (718) 642-5854 Fax: (718) 391-6187

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Janice M. Sutton	*Principal or Designee	
Ms. Renee Freeman	*UFT Chapter Leader or Designee	
Ms. Natasha Jagassar	*PA/PTA President or Designated Co-President	
Mr. Carl Whyte	DC 37 Representative (staff), if applicable	
Mr. Harvey Taylor	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Mr. Brandon Lambert	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Ms. Destinee Titus	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Ms. Karen Kugler	Staff	
Ms. Nicole Camargo	Staff	
Ms. Pamela Stewart Spencer	Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Erica Wallace	Parent	
Ms. Cheryl Witt	Parent	
Ms. Yvette Chaplin	Parent	
Ms. Suzette Cox	Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new Strong Schools, Strong Communities initiative and Framework for Great Schools.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong *Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor's Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

George Washington Carver High School for the Sciences is located in the Springfield Gardens environs in South East Queens. This independent high school is housed within the Springfield Educational Complex on the second floor and serves a current culturally diverse population of 498 students. The space occupied in the shared facility is well-kept, where pride in the students' accomplishment is evident in the prominently displayed students' work.

Overview of Instructional Programs and Special Initiatives

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

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

The Veterinary Science Institute is designed to provide students with in-depth knowledge and a fundamental understanding of the theoretical concepts utilized in Veterinary Science through genuine hands-on, inquiry based laboratory, field experiences and problem solving as they develop techniques and skills used in the field of Veterinary Science including the handling, care and maintenance of small animals. Veterinary Science classes stress hands-on experiences with theory. Students will engage in the theory and practice of Veterinary Science laboratory techniques and technology through hands-on activities and simulations. Our facility houses a wide variety of species of animals, where students learn humane care and become proficient in the handling of animals. Our staff has extensive training and experience in this field.

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

George Washington Carver High School for the Sciences enjoys collaborations with the Advance Placement Expansion Partnership Initiative which enables students to increase participation and performance in Advanced Placement Courses; Expanded Success Initiative which provides opportunities that will increase career access and success for all students with special emphasis on African American and Latino young men; School Time Lab which facilitates the effective use of time to create a schedule that supported the school's vision and goals for our students; Connect with Kids which provides documentary-style videos, evidence-based curricula and books to guide and improve student behavior, parent involvement and school culture; the Eastern Queens Alliance where our students engage in hands-on inquiry based environmental studies; Queens College, CUNY, Investigative Science Fair Program; College Now at York College, CUNY, which provides high school students the opportunity to take College Level Classes while they are completing their high school program of study.

29Q272 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**09,10, 11,12**	**Total Enrollment**	**510**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**12**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**5**	**# Drama**	**N/A**
# Foreign Language	**11**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**60.7%**	**% Attendance Rate**	**91.5%**
% Free Lunch	**61.9%**	**% Reduced Lunch**	**13.3%**
% Limited English Proficient	**2.4%**	**% Students with Disabilities**	**11.5%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.2%**	**% Black or African American**	**71.3%**
% Hispanic or Latino	**12.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**10.0%**
% White	**2.4%**	**% Multi-Racial**	**0.2%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**10.34**	**# of Assistant Principals (2014-15)**	**1**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**4**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**3.8%**	**% Teaching Out of Certification (2013-14)**	**16.9%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.2%**	**Average Teacher Absences (2013-14)**	**9.33**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**73.9%**	**Mathematics Performance at levels 3 & 4**	**53.8%**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**79.8%**	**% of 2nd year students who earned 10+ credits**	**84.7%**
% of 3rd year students who earned 10+ credits	**75.9%**	**4 Year Graduation Rate**	**83.9%**
6 Year Graduation Rate	**82.9%**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing	**X**	**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

63% 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.

92% of the incoming students entered with severe deficiencies in Mathematics and scored at levels 1 and 2 on the Common Core Mathematics 8th Grade Test and will therefore need intensive preparation in order for them to meet the City and State Common Core benchmarks in Algebra.

As reported in the 2013-2014 School Quality Guide, the percent passing compared with the City Range was 59% and the percent passing compared with the Peer Range was 49%. This metric reflected the pass rates of students on the Mathematics Common Core Regents exam. The weights were based on the likelihood of students passing the exam given their performance on the 8 th Grade Mathematics exam.

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

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

Cohort 2019 - 81% 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 Mathematics. The goal is to significantly improve our students' achievement in Mathematics 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.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students will demonstrate progress towards achieving college and career readiness standards in Common Core Algebra as measured by 5% increase in the number of students who pass the Algebra Common Core Examination as compared with the number of students who passed the Algebra Common Core Examinations in 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
• Review and update the Mathematics instructional plan and pacing calendars to ensure alignment to the Common Core Standards in Mathematics. • Provide Interim Assessments, classroom assessments and student work products to monitor students' individualized growth. • Increase mathematics literacy that focuses on reading, writing and listening that build on a shared understanding of key contextual mathematics terms and symbols and the usage of explicit content-specific vocabulary. Through the usage of a variety of discussion strategies (Turn and Talk, Think Alouds, Pair Share, Reciprocal questions and answers and peer tutoring), students will engage in rich conversations surrounding terms, concepts and the assessment of solutions. Students will complete well-constructed responses using precise math language which are evidence-based and are aligned to mathematical structures.	Grades 9-12 – Students enrolled in mathematics classes including ELLs, students with IEPs, students designated for the lowest third category School and City for Mathematics.	September 2015 to August 2016	Principal, Assistant Principal, Mathematics Teachers, Guidance Counselors, Paraprofessionals and Parent Coordinator.

• Use of modeling to promote mathematical thinking and facilitate an understanding of key concepts and problem solving. Through the use of physical or virtual manipulatives and other visual representations, students will act out or think through real world problems that will deepen their conceptual understanding and build confidence in problem solving. • Provide professional learning opportunities on content-specific topics as well as Universal Design for Learning (UDL), Common Core Shifts, Depth of Knowledge (DOK), and Inquiry and Project Based Learning to meet the individualized learning needs of all students and ensure critical thinking.			
• Provide systematic and explicit instruction that with integrate the Common Core Learning Standards scaffolded to the individualized needs of students. • Teach students how to think through, write and display visual representation of functions and relationships, such as manipulatives, pictures, and graphs when they are working to understand a concept or problem. This will provide students with a concrete way to work with abstract mathematics concepts without a physical model. • Provide peer-assisted instruction to facilitate open-ended discussions, peer to peer assessments and feedback. • Use ongoing formative, summative and interim assessment to provide individualized goals strategies and feedback towards content mastery.	Grades 9-12 – Students enrolled in mathematics classes including ELLs, students with IEPs, students designated for the lowest third category School and City for Mathematics.	September 2015 to August 2016	Principal, Assistant Principal, Mathematics Teachers, Guidance Counselors, Paraprofessionals and Parent Coordinator.
• Conduct parent workshops for parents focused on the Mathematics Common Core Standards on how they can support their children's progress and monitor their progress at home. • Provide parents with workshops to assist them in understanding the City, State and federal Standards and assessments. • Provide parents with up-to-date feedback on students' progress through the use of Skedula and Teacher-Parent Conferences.	Grades 9-12 – Students enrolled in mathematics classes including ELLs, students with IEPs, students designated for the lowest third category School and City for Mathematics.	September 2015 to August 2016	Principal, Assistant Principal, Mathematics Teachers, Guidance Counselors, Paraprofessionals and Parent Coordinator.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Utilize Common Core Curriculum and Assessments in Algebra from EngageNY. Embed content-specific professional learning opportunities for staff teaching Common Core Mathematics. Incorporate Intervisitation of Mathematics teachers and common planning time to support and enhance instruction which include the evaluation of students' work. Conduct end of marking period grade analysis and reflection summary with individual teachers to ensure effectiveness and success in students' progress towards mastery of content. Conduct Performance-Based Assessments by the Mathematics teachers to determine if students are performing at a level that would lead to successful mastery of concepts and passing the Common Core Regents examination. Conduct Formal and Informal observations cycles with frequent and targeted feedback on strengths and areas that need improvement based on research-based strategies. TL Children First Funding; TL Fair Student Funding; Contract for Excellence for Extended Day Mathematics classes, tutorials and Regents Review Preparation for Common Core Algebra.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In addition to end of marking period grade analysis and reflection summary with individual teachers, the January 2016 Common Core Regents Examination(s) and the end of the Fall Term in January will serve as the mid-point benchmarks that will indicate progress towards reaching 2.5% of the goal.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

• Tailor made students' schedules and programs to ensure courses lead to College and Career Readiness (83.9% Four-Year Graduation Rate according to the 2013-2014 School Quality Guide).

• Weekly attendance meetings are held and students identified as having attendance challenges are identified and parent conferences are conducted (91.4% Attendance Rate according to the 2013-2014 School Quality Guide).

• Student progress is reviewed with each student and parent on an individual basis in collaboration with Guidance Counselor and Content Area Teachers.

Needs:

• Community Based Organization to address greater student needs and increase student engagement.

Priority Need:

• Increase focus on students' transition from high school to both college and career.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students will improve their awareness of the requires of transitioning to college and/or career by 5%, moving the students' positive responses from 74% to 77.7% on GWCHSS' School Survey, specifically transition question results (student response of "Strongly Agree" or "Agree" to the question, "There is an adult who is helping me plan for my next steps after graduation (career planning, college selection and application process, financial aid process, etc.)".

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Guidance staff will speak with parents and students to gather information on potential colleges and careers of interest. The information will be utilized to schedule school trips and college/career fair for students.	All students	September 2015 to August 2016	Administration, Guidance Counselors, Teachers, Parent Coordinator
All students will have the opportunity to take part in the following school activities: • College and career fair held at the school. • Attend college visits with guidance counselors organized by the school. • Attend a college application workshop with our guidance counselors organized by the school. Provide seniors with opportunities to apply for college through onsite college admissions process. Facilitate an onsite college application week in October for all senior students. Conduct parent workshops on the college process. Both students and parents will attend the workshops. Conduct town hall meetings across grade levels which address college and career readiness. Facilitate CUNY/SUNY workshops whereby students may gain information and access to CUNY/SUNY colleges and universities.	All students	September 2015 to August 2016	Guidance Counselors, Teachers, Parent Coordinator

Implement Naviance in Grades 9-11 which will focus on Career Exploration, Academic Planning and Post-Secondary Preparation.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Incorporation of iLearn/Apex College and Career Readiness curriculum. Schedule College Representative during the school day to facilitate College and career informational Workshops. Schedule College representatives for onsite Admissions process.
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-year progress will be assessed through a school made survey (with the question referenced above), distributed in February, receiving a 77.7% positive response of "Strongly Agree" and "Agree".
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

• Teacher Teams focused around both student improvement and subject specific instructional improvement. (100% of teachers agreed that, "Teachers in my school…work together on teams to improve their instructional practice", on GWCHSS' 2013-2014 NYC School Survey).

• School schedule that allows for collaborative time.

• Weekly meetings (Grade Level and Content Specific Teams) to discuss and address student achievement in the school.

• An instructional focus identified and supported by the staff.

Needs:

• Additional subject specific professional learning.

Priority Need:

• Individual staff specific professional learning. (42% of teachers disagreed that "I am receiving professional development that is more tailored to my development needs" on GWCHSS' 2013-2014 NYC School Survey.)

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will apply pedagogical knowledge more consistently by engaging in four cycles of professional learning and receiving feedback from observations that is genuine, responsive, focused, and timely.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	
Teachers will continue to work in grade level; content department and inquiry teams using research based instructional strategies to impact change. Teachers will be responsible for: • analyzing data including MOSL, formative assessments, summative assessments, NYS Regents exam results • refining curriculum for CCLS and college and career readiness • developing unit plans, lessons plans and assessments using D.O.K. and U.D.L. • Establish a Professional Learning Team to conduct a survey and identify teachers' specific learning needs.	All Teachers	September 2015 to June 2016	Principal, Assistant Principal(s), Professional Learning Team, Borough Field Support Content Specialist
Develop and implement a professional learning plan that will address the common areas of concerns and needs of students with disabilities, English-language learners and other high-need student subgroups (e.g. overage/under-credited, SIFE, STH and Black and Latino males.	All Teachers	October 2015 – November 2016	Principal, Assistant Principal(s), Professional Learning Team, Borough Field Support Content Specialists
Provide Professional Learning Opportunities related to parent involvement to support teachers in their interactions with parents.	All Teachers	September 2015 to June 2016	Principal, Assistant Principal(s), Professional Learning Team, Borough Field Support Content Specialists

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Learning Team Borough Field support Content Specialists

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers will complete 2 cycles of professional learning and display a 75% positive response on school constructed survey, distributed in February, around the question, "Professional Learning activities addressed my specific needs" (response of "Agree" or Strongly Agree").
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

• Our school's administrators have created an environment where teachers are expected to be leaders and in turn help their students become leaders in their respective fields.

• Teachers lead grade level teams to help improve student success.

• Teachers lead content level teams to help improve student success.

Needs:

• Feedback provided by teachers to students is not data driven, very general, and does not provide specific next steps for learning, limiting teachers' abilities to make strategic and purposeful modifications to lessons to meet the immediate learning needs of all students.

• This leads us to believe that staff needs to receive training on data usage to drive student achievement.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2016, teachers at GWCHSS will show a 50% improvement on their understanding of data usage to drive student instruction. A baseline assessment will be done via survey to gauge teachers' understanding of data usage and their growth in understanding will be measured by a post survey given after participating in a Borough Field Support led data PD.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
• Baseline assessment done prior to PD. • Borough Field Support led professional learning workshop(s) on the use of data to drive instruction. • Post survey to measure progress.	All teachers	November 2015 - December 2016	Administration and Borough Field Support Data Specialist
Content Leaders and Grade Level Leaders will build time into their meetings to use skills acquired in the Borough Field Support led professional learning workshop(s) to develop data driven strategies to drive student achievement.	All teachers	December 2015 – June 2016	Content leaders and Grade Level Leaders
Trust will be established by the staff and administrations shared goal of improving student outcomes, preparing students for success in school and beyond.	Teachers and Administration	September 2015 – June 2016	Teachers and Administration
Progress of teachers receiving professional learning opportunities will be reported to the parents via the SLT and will be relayed to all parents via the Parents Association.	Parents	September 2015 – June 2016	SLT members and PA president

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding to pay for Professional Learning Opportunities.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress will be monitored continuously as teachers complete the professional learning opportunities provided by the Borough Field Support Data Specialist. By February 2016, all teachers will incorporate data-driven strategies as reflected in their unit and lesson plans.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

• GWCHSS offers multiple activities to facilitate parent involvement. (90% of parents agreed that, "My child's school… keeps me informed about what my child is learning" on GWCHSS' 2013-2014 NYC School Survey).

• GWCHSS utilizes online student progress monitoring system (Skedula) to allow for parents to monitor their child in real time.

• GWCHSS utilizes automated phone system that allows the school to send out school activities (PA, SLT, parent-teacher conferences, etc.)

• Award ceremony held twice per year where student achievement in academics, attendance, and overall improvement are recognized.

Needs:

• Parents call and utilize online monitoring site but do not frequently come to the school to speak with staff face to face.

Priority Need:

• Parent feelings and belief are not truly represented due to a low participation rate on the NYC School Survey. (19% parent response rate for GWCHSS' 2013-2014 NYC School Survey).

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, GWCHSS' parent response rate will increase by 10% from 19% to 21% providing the school a better indicator of parent needs.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Provide materials and trainings to help parents work with their children to improve academic achievement in areas such as using technology as appropriate to foster parental involvement.	All parent/guardians	September 2015-June 2016	Intake staff, parent Coordinator
Provide assistance to parents as appropriate in understanding such topics as the state's academic content and achievement standards, state and local assessments and how to monitor their child's academic progress.	All parent/guardians	October 2015, March 2016	Administration, Parent Coordinator
Ensure that all information related to school and parent programs, meetings and all other activities is sent. Provide opportunities for parents to volunteer and be involved in school activities.	All parent/guardians	September 2015-June 2016	Administration, Parent Coordinator
Provide access to educational resources for parents to use together with their children such as GWC ConnectwithKids website, Skedula.	All parent/guardians	During Parent-Teacher conferences	Administration, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Automated phone system. Online School surveys. Extra support staff during parent-teacher conferences.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**

	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress will be monitored in February through a school based parent survey response rate of 20% as compared to the 2013-2014 school year.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**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.)
English Language Arts (ELA)	25 students will receive writing and reading skills reinforcement; Regents preparation, Targeted intervention for students who have 75% attendance but few credits; homework review, study skills, project assistance and make-up assignments.	Regents Preparatory Academy, Peer Tutoring, Office Hours, Castle Learning, Apex Learning	Small group, one to one, tutorials	During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)
Mathematics	30 students who scored 55-64 to get help in the acquisition of basic computational and processing skills needed to master the specific math content areas such as word problem analysis, writing and content specific vocabulary.	Regents Preparatory Academy, Peer Tutoring, Office Hours, Castle Learning, Apex Learning	Small group, one to one, tutorials	During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)
Science	30 students who scored 55-64 to get help in the acquisition of science and processing skills needed to master the specific science content areas such as word problem analysis, writing and content specific	Regents Preparatory Academy, Peer Tutoring, Office Hours, Castle Learning, Apex Learning	Small group, one to one, tutorials	During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)

	vocabulary and laboratory make up.			
Social Studies	30 students who scored 55-64 to get help in the acquisition of analyzing informational text, primary source documents and data. Students will get the opportunity to reinforce the strategies and techniques in solving multiple choice problems, essay writing and develop skills in answering documentary-based problems.	Regents Preparatory Academy, Peer Tutoring, Office Hours, Castle Learning, Apex Learning	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.)*	50 students receive pull out intervention services in group or one on one during the AIS time if their schedule does not allow during the day or if they need additional intervention.	Naviance, Connect with Kids, Seven Habits of Highly Effective Teens	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.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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: o enhance the curriculum and ensure alignment with Common Core Learning Standards. o improve teaching methodologies as a means to increase student learning outcomes and development. o integrate varied learning techniques, resources and materials while providing access to the curriculum. o determine how well students are meeting the state, district and school expected learning outcomes.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[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 '16 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, section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Section Reference(s)

Title I Part A (Basic)	Federal	203,717.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,773,465.00		

[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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **George Washington Carver High School for the Sciences** 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 the school and the families. The 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 the school community. **George Washington Carver High School for the Sciences** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

• host the required Annual Title I Parent Meeting on or before December 1 st 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;

The 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;

• 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 (SPC) Template

George Washington Carver High School for the Sciences 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 1 st 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 with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

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 ENL teacher, and one parent.

Principal Dr. Janice M. Sutton	Assistant Principal Ms. Magdalena Bellamy
Coach N. A.	Coach N. A.
ENL (English as a New Language)/Bilingual Teacher Ms. Jacqueline Smartt	School Counselor Ms. Deborah Blair
Teacher/Subject Area Dr. Danielle Belizaire/L. Env	Parent Ms. Marcela Rodriguez
Teacher/Subject Area Mr. Charles Yarborough/Math	Parent Coordinator Ms. Sandra Welch-Dorsett
Related-Service Provider Ms. Karen Kugler/ISS	Borough Field Support Center Staff Member Ms. Marie-Antoinette Fidelia R
Superintendent Mr. Michael Prayor	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	505	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 (TBE)	Yes☒	No☐	If yes, indicate language(s): N. A.
Dual language program (DL)	Yes☒	No☐	If yes, indicate language(s): N. A.
Freestanding ENL	Yes☒	No☐	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	**0**
Dual Language										0	0	0	0	**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	**Newcomers** (ELLs receiving service 0-3 years)	16	**ELL Students with Disabilities**	2
SIFE	0	**Developing ELLs** (ELLs receiving service 4-6 years)	3	**Long-Term** (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
DL										0
ENL	16	0	1	3	0	1	0	0	0	0
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	0

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
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

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

* EP=English proficient student

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 is for Dual Language Programs Only	
Number of students (students fluent in both languages): 0 0	Number of students who speak three or more languages: 0

Freestanding English as a New 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										1	2	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										1	0	0	0	0
Urdu										1	0	1	0	0
Arabic										1	0	0	0	0
Haitian										2	4	1	4	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other Yoruba										0	0	0	1	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										3	2	0	1	0
Emerging (Low Intermediate)										1	1	1	3	0
Transitioning (High Intermediate)										1	3	0	0	0
Expanding (Advanced)										1	0	1	1	0
Commanding (Proficient)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Former ELLs Based on Revised Exiting Criteria Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	2	0	0

Former ELLs that Tested Out within Previous Two Years and Continue to Remain Entitled to English as a New Language														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7	0	3	0
Integrated Algebra/CC Algebra	12	0	4	0
Geometry/CC Algebra	1	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	6	0	0	0
Living Environment	10	0	1	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	8	0	6	0
Geography	0	0	0	0
US History and Government	6	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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, NYSITELL, NYSESLAT and RNMR Modality data. 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, speaking, reading and writing.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
   A comparison of the data was conducted for the 2014 and 2015 performance results. An analysis of the results revealed that 9 students took the NYSESLAT Examinations in 2014 as compared with 11 in 2015. There were 8 students who took the examinations in both 2014 and 2015. Where the performances in the modalities were concerned, there were slight improvements in various modalities in 2015. 62.5% increased in listening, 12.5% in speaking, and 37.5% increased in reading. All students showed a decrease in the writing modality. As a result of the significant deficiency in writing, the instructional focus is on reading and writing. In addition, to date, there are 19 students enrolled - 31.6% are Beginners, 31.6% are Emerging, 21.0% are Trasitioning and 15.8% are Expanding. Students who take the NYSITELL are placed according to their cut score performance on the examination.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   The AMAO tool is used to identify students that are at risk. The data revealed that although our students are earning credits, many are not able to score 65 or better on Regents exams. As a result, the school graduation rate has been affected. The tool is also used to identify ELLs by subgroup and to create instructional strategies to help them reach English proficiency level as well as in the content subject area. In 2014-2015 school year, 29Q272 made AMAO 1 and AMAO 2.
4. For each program, answer the following:
   a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

An analysis of the NYSESLAT has revealed that there are patterns in improvement for Listening and Reading across grades and proficiencies. We will need to focus on the writing and speaking. Regents exams are provided in both English and the home language. Although students are using the translated version of the exams, students are submitting their answers in English. The MOSL exams and the ELL periodic assesments are used by the leadership to generate the school instructional focus and by the teachers to adjust instruction. The baseline MOSL data from the 2014-2015 school year showed a deficiency in writing in the population at large and was more evident in the ELL population.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]

   N. A.

6. How do you make sure that a student's new language development is considered in instructional decisions?

   A child's second language development is used to determine techniques and materials for students in their areas of deficiencies. This will also determine the structure of small groups for instruction. The ELL teacher will determine the necessary support for the students which will include assistance from ELA teachers within the school. The ELL teacher and content area teachers meet during team meetings to collaborate and discuss instructional strategies which can be incorporated to support the ELLs during the instructional process. These ELL-friendly strategies are expected to increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments. The majority of our ELL population speak Haitian-Creole. In Non-ELL classes, these students are often buddied with other students who can articulate their language. ELL students are provided with glosssaries in class and during exams.

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the target language?
   b. What is the level of language proficiency in the target language for EPs?
   c. How are EPs performing on State and other assessments?

   N. A.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

   The success of the ELL program will be evaluated through the NYSESLAT results, successful credit accumulation as an indicator 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, ongoing summative and formative assessments, and student self-evaluations and assessments.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, ELL Identification section.

   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 serving as translator(s) as needed and Parent Coordinator. Students are interviewed in English and Home language by the ESL teacher, and other teacher members who also speak the same native language as the student. Home Language Identification Survey (HLIS) is then administered in preferred language of choice to the parent and child with the assistance of a staff member who also speaks the same native language when 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 NYSITELL within 10 days of admittance to the school. The ESL teacher administers the test to the students addressing the four modalities - speaking, reading, writing and listening. 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. The parents are informed of the results via letter in their home language . When parents return the letter, it is kept in the cummulative record of the student. The students are given the proper units of ENL based on performance level achieved on the NYSITELL. Spanish speaking students are administered the Spanish LAB, also. Languages spoken by fellow teachers include French, Haitian-Creole, and

Spanish which assist in the translation if necessary. Parents are notified about the NYSESLAT testing schedule in their native languages and English.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

   If a student is suspected of having interrupted education, the student is interviewed using the SIFE oral questionnaire where personal language information, family background,educational history, language and literacy skills are assessed. If the student is considered SIFE, an educational plan is generated using the SIFE curriculum.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, ELL Identification section).

   For newly enrolled students with IEP, NYSITELL eligibility is first determined by the Language Proficiency Team (LPT). The LPT is minimally comprised of the principal, a guidance counselor, a certified ENL teacher, the Special Education Coordinator, the Parent Coordinator, the parent or guardian and a qualified interpreter if needed. The LPT team determines whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. Upon review, the principal determines that the student should take the NYSITELL, the student is given the NYSITELL to determine ELL status. The ELL Identification process continues as with all students. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in their preferred language. If the superintendent determines that the student must take the NYSITELL, the school administer the NYSITELL . The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder. If the superintendent or designee determines that the student should not take the NYSITELL, the parent is notified. The ELL Identification Process terminates.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

   Once NYSITELL test results are received from the NYCDOE, letters are sent via mail and back pack to parents in native language preference. Note that entitlement letters from the NYSITELL passed on the hand-scored result in addition to the ATS result. The RNMR report as well as the RFLG are used in conjunction with other ATS reports which are part of the student's permanent record file. We also follow-up via telephone calls, and monthly letter updates and emails from the ESL teacher. Letters are generated by ESL teacher. These records are maintained in files by ESL teacher.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section).

   If a parent believed that their child is misidentified as an ELL, the parent must submit written request to reindentify the child. Once the written notice is received, the reidentification process begins. A review of the ELL status is initiated. Based on the recommendation of the qualified personnel, the principal determines whether to change the ELL's or not. Written notification of the decision in the parent's preferred language is sent to the parent or guardian. All pertaining documentations are kept in the child cummulative folder and a copy with the ESL teacher.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

   Parent/student orientation sessions are given where program placement options are presented with clarity in both Home Language and English by qualified teachers during the intake process. 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 Coordinator, 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 current organization of the Department of Education and their right to chose educational options, an explanation of city and state standards, the core curriculum, assessments, student expectations, and school program requirements. Parents are also provided with brochures in their Home Language that explains the three program ELL models within the NYC DOE: Transitional Bilinqual Education Programs, English as a Second Language Programs, and Dual Language Programs. Once parents are informed of theses options, parents are given a Parent Survey and program selection form whereby they indicate their program choice which is then indicated in the designated ATS (ELPC) function. During this time, the ESL teacher informs the parents and students of the monthly check ins that keep abreast the parent and student improvement of acclimating to the English language as well as entitlement letters. The plan is for all students to achieve higher levels of English proficiency from beginning to ultimately being tested out and deemed proficient in English. George Washington Carver High School for the Sciences keeps track for all students for whom parent chose bilingual program. Once the school reaches the warranted number of students needed to form such program. Parents of these students are informed in their preferred language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of the three programs , the school provides the parent with a parent survey and program selection form in their preferred language. The parent has 5 days to complete, sign and return the form. If the parent does not return the form within 5 days, the student is flagged for bilingual placement . The parent choice on the survey and program selection form is entered in ATS (ELPC). All parent notifications are kept in the student cummulative and a copy with the ESL teacher.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The school sends out letter to the parents in their preferred language. Phone calls are made to inform parents that they have not returned the surveys. Both outreach are ILOGGED in ATS and monitored by the ESL teacher. All parent notifications are kept in the student cummulative folder or record and a copy with the ESL teacher.

9. Describe how your school ensures that placement parent notification letters are distributed.

The parent notification letters are given to the student to give to their parents. The letter is also mailed home to the parent in their preferred language. A copy of the letter is also kept in file in the student cummulative folder. The ESL teacher monitors the distribution and collection of all related ELL documents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Records are filed and maintained by the ESL teachers and Pupil Personnel secretary. Original letters are kept in the main office in the child cummulative folder and the ESL teacher keeps a copy in her room.

11. 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 intergrity of this test administration, security procedures are strictly observed. Test materials are placed in a secure, locked facility when they are 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 ELL teacher nor ELA teacher of the ELL students scores the writing subtest. Based on the administraiton schedule, as a 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. Any opportunity for a make-up test date is done during the primary administration period. Steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are first obtained by using the NYSESLAT Exam history report from the data from the RLAT ATS report. Testing will be administered according to the dates set by New York State. Letters are forwarded to Parents in English and in native language to inform parents of the date of the test administration to ensure that all students are present for the test. The ESL teacher will ensure that every student is given the information of the test. Principals and Assistant Principals will also ensure that students are encouraged to take the test. The four components of the test will be administered and guided by New York State's mandatory dates. Students are allowed the time that they need to complete the test following the test mandates. A make up date is scheduled for absentee students to ensure that all entitled students complete all components of the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

During the first week of September, the ESL teacher generates the RLAT report to identify students in need of Continued and Transitional ESL service. Letters are sent home to the parent in the preferred language and copies are kept in the student cummulative folder and with the ESL teacher.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parent Survey and Program Selection forms reveal that parents requested free-standing ESL at their choice of preference. Should the school reach the required number of students to form a bilingual program, George Washington Carver High School for the Sciences will implement such program. For the past 3 years, the trend of program choice has been primarily ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
   a. Freestanding ENL program.

   All ELLs are programmed for the mandated units of ESL. Students at the Entering and Emerging levels receive instructions together via the stand alone model with the ESL teacher. Students at the transitional, expanding and commanding level are scheduled for one period of integrated ENL through ELA.

   b. TBE program. *If applicable.*

   N. A.

   c. DL program. *If applicable.*

   N. A.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   Students are programmed according to classes for mandated periods: Entering and Emerging have 3 classes per day each week; transitioning have 2 classes per day each per week; expanding and commanding have 1 ESL class per day each week and 1 ELA class per day each week. Students are programmed based on their level of proficiency performance as indicated on the RLAT report as measured by the NYSESLAT.
3. Describe how core content is delivered in each program model. 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.

   All content areas are taught in English, however teachers differentiate instruction to accommodate ELL students. Dictionaries, glossaries, and specific vocabulary for subject areas are also used, and scaffolding techniques. The ESL teacher and the content area teachers meet to discuss students' progress and to assist with techniques of how to work with ELL students. Teachers are also encouraged to participate in workshops and professional development related to quality teaching for English Language Learners. Content areas deliver instruction following the standards for ELL, ELA and the Standards for 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 as well as ensuring that students practice opportunities and expectations for independent applications to help student meet and/or exceed NYS 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 home languages throughout the year?

   By evaluating foreign transcripts, by administering the NYSITELL, and by utilizing Teachers with the same native language for translation services and academic support. Additionally the Spanish LAb is administerd to new Spanish Speaking students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

   ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year through assessment in each modality. The ESL teacher administers the test addressing the four modalities-speaking, reading, writing, and listening. Based on testing results that have been analyzed, students are given a learning style survey in which the ELL teacher gleans information on how the student learns best. This enables the ESL teacher to introduce and to infuse engagement that align with all four modalities. Students will be given interim assessments which are aligned to the curriculum based on tasks aligned to the four modalities. The data from these tasks will be montiored and adjusted for frequent check-ins which will warrant student growth and need for additional strategies and interventions which will assist in preparation for the NYSESLAT.
6. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   A SIFE students will attend one-on-one tutoring, read aloud activities, phonemic awareness instruction, fluency, spelling, guided reading and writing, modeled writing, shared writing, audio books-listening, pronounciation and reading, visual opportunities through technology and film and the use of manipulatives. The use of the native language will be an integral part of the academic intervention.

   b. The school will give Newcomers many opportunities to read and write in meaningful contexts in their first and second languages. Draw on effective strategies for increasing literacy skills in their native language, that will promote English

language acquisition. Draw on their background experiences and encourage connections between academic concepts and students' cultural background. 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 on community members. Give ELL students opportunites to teach others about their first lanaguage and home culture. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage all 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, simualtions and modeling. Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

c. ELL students have additional after-school help, one-to-one tutoring, and lunch time readings with a teacher or a peer buddy. Students also have the opportunity to participate in extended day activites such as after-school, Regents preparation and tutorial sessions. This will help them to further acquire the skills and subject content needed to pass 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 reading and writing 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, and edit and provide ongoing feedback with one another. By examining each other's feedback and work, students will have ongoing opportunities 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 stages and conference with one another. Dictionaries and glossaries, and highlighter will be used to facilitate the process. 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 direct instruction on all the protocols and skills programs, the internet and word processing programs.

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

d. Long-term ELLs will work with content area teachers, especially ELA teachers. They will work with vocabulary development, reading comprehension and techniques for completing multiple choice questions. In addition, students will work with Guidance Counselor in class placement; meet with students to discuss progress; provide support where necessary to advance within college and career readiness and master skills needed to graduate, enroll in college, and have a productive career.

e. All ELLs that have reached commanding levels for up to 2yrs received .5 unit of intergrated ENL through ELA. They also receive all ELLs testing accomodation in addition to counseling.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section.

Parents, and students of 18 years old and older are informed during parent orientation of their right to appeal the ELL status decision made at the school level within 45 school days of enrollment . The ENL teacher along with their Guidance counselor and advisor meet periodically to assess student progress to ensure that the acadmic progress has not been affected.

8. 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?

Instruction and grade level materials teachers use that both provide academic content areas and accelerate English language development include: Jigsaw reading techniques, Round Robin, Think-Pair-Share, double-entry journals, differentiated instruction, scaffolding appropriate text level readers, and the use of native language materials. The ENL teacher provide the mandated unit of instruction and differentiate the delivery according to student's IEP. Currently, there are 2 students designated as ELL-SWD. One student requires bilingual support in Haitian Creole. However, a Bilingual Paraprofessional (Haitian Creole language speaking) will be provided to support the student in the content area classes.

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

Curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment includes weekday after-school programs . Students who are ELL-SWD are enrolled in ICT classes. The lessons are redifferentiated to meet the individual needs of students. The instructional strategies include cooperative learning, role-

Chart

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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	***2 units*** *of study* ***per week*** *(360 min.)*	***2 units*** *of study* ***per week*** *(360 min.)*	***1 unit*** *of study* ***per week*** *(180 min.)*	***1 unit*** *of study* ***per week*** *(180 min.)*	*Former ELLs must continue to receive services for an additional* ***two years***
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA ***or*** Content Area, ***or*** other approved services*
Chart	*360 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
STAFFING/ PERSONNEL	**STAND-ALONE ENL** K-12 Certified ESOL teacher		**INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER** ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications **INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)** A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher *(ELA, Math, Science, or Social Studies)*		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

NYSED.gov

*Note "*other approved services*" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	*3 units of study per week (540 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (180 min.)*	*Former ELLs must continue to receive services for an additional two years*
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction *or* INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, *or* other approved services*
TOTAL	*540 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
Core Content Area shall mean ELA, Math, Science, and Social Studies.

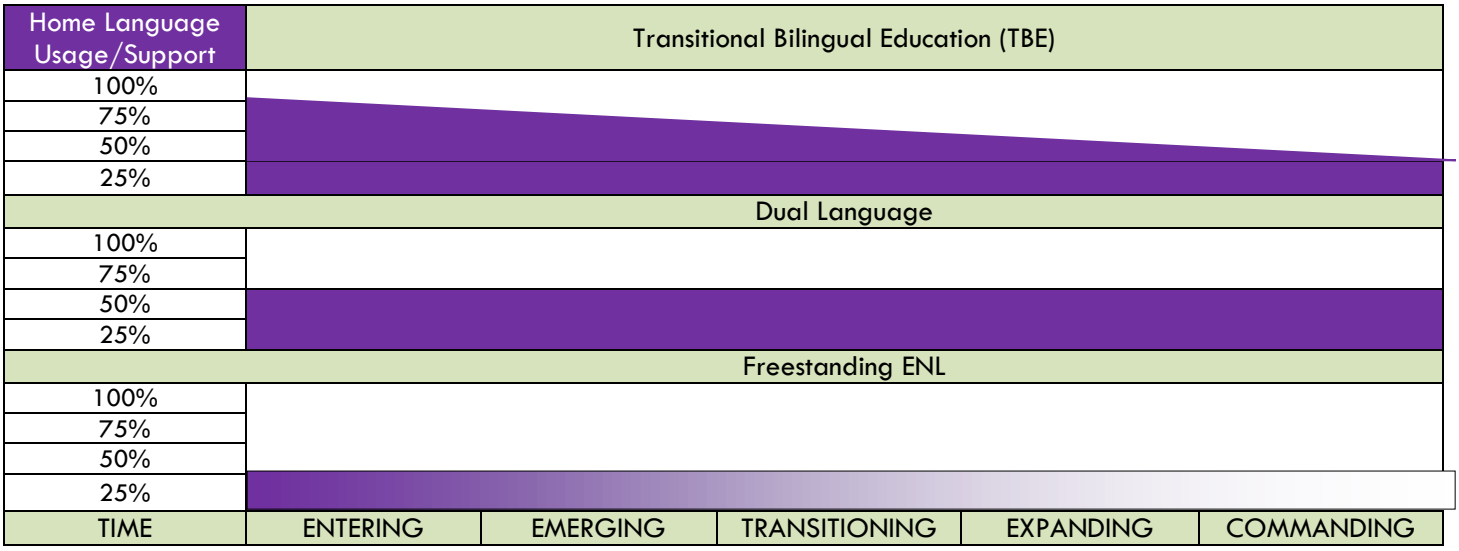
NYSED.gov

*Note: "*other approved services*" does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
    Targeted intervention programs for ELLs in ELA, math, and other content areas include after-school programs, small groups according to individual weaknesses. ELLs meet with content area teachers for individual tutoring: ELA, Math, Social Studies, and Science teachers. The use of the native language is reinforced during these interventions in the form of glossaries, bilingual dictionaries and peer-tutoring. The content areas teachers that speak the students' language also provide additional support. Students are selected based on their progress and report-card data. ELL students participate in the After-School tutorials and extended day Saturday Regents review and preparation programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    The success of our program for ELLs are based on graduation rates, classwork, Regents, and NYSESLAT Based on the RLAT data from ATS. We are noting trends, successes, and weaknesses that have to be addressed according to the four modalities and how that data is reflected within current Regent item analysis. The information gathered then is incorporated within administrative and schoolwide meetings to develop professional development and inquiry around ELL development.
12. What new programs or improvements will be considered for the upcoming school year?
    The school will continue to improve the delivery of instruction to support the ELL's in their current content classes so that they will meet and exceed the benchmarks for the Common Core standards. The data gathered from the benchmark assessments will allow for us to continue Tier One interventions within daily class instruction. George Washington Carver High School for theSciences will be implementing the use of Achieve 3000 during this academic year.
13. What programs/services for ELLs will be discontinued and why?
    The Liberty Partnership Program College bound program at St. John's University on Saturdays due to lack of financial resources.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELL students in our school are encouraged to participate in all school programs including sports, clubs, and shows. ELL students are exposed to school-wide advertisements for all programs. ELL students are encouraged to participate in all school activities. Funding sources for extra-curricular school activities include school per-session budget for staff members. All after-school activities such as clubs, tutoring, sports, and begin at 2:30 p.m. until 4:00 p.m on Wednesdays, Thursdays and Fridays .
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    Audio book program entitled "Read 180" is used to assist students in their developing reading skills. This is very suitable for sub-groups since students can work in small groups assisted by the use of the audio system. Works of literature are enforced with the use of video produced materials such as "A Miracle Worker," and "A Raisin in the Sun" in text and in video. Teachers of content area use SMART boards, overhead projectors, and power point presentations, as well as glossaries and specific vocabulary to support ELL students. Bilingual glossaries, bilingual dictionaries , buddy system are used as native language support during content instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
    The native language support is given through the buddy system where senior ELL students assist incomming ELL students. Encouragement is also given to ELL students by staff members who are native language speakers in other content areas. These are in addition to bilingual glossaries, bilingual dictionaries , buddy system are used as native language support during content instruction.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
    ELL students are placed in grade levels based on the number of credits earned. Grade and age levels are determined as per the evaluation of foreign transcripts. Required services, support, and resources will be identified as per the needs of each individual ELL student. If necessary, students will be directed to the resource center and other one-on-one tutoring.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
    Activities for new incomming students include orientation where students will receive information in native language such as important areas in the school building, clubs where students can be assigned to a buddy, and peer tutoring using native language as well as English.
19. What language electives are offered to ELLs?
    Spanish
20. For schools with dual language programs:
    a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
    b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N. A.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The Professional Learning Opportunities support the schoool instructional focus which is Writing across the disciplines using academic vocabulary, reading comprehension and evidence to support claims, generate hypotheses, pose arguments and solve real world problems. George Washington Carver High School for the Sciences staff, (Principal, APs , all content area teachers, the special education teachers, ESL teacher, guidance counselors, paraprofessionals, social worker, and secretaries). They all participate in ongoing, long term targeted professional development with strong emphasis on Vocabulary acquisition, Writing across the disciplines and reading comprehension strategies. Reinforcement of Danielson Framework is also emphasized to ensure high quality of lesson delivery to yield student achievement. In addition, teachers from all content areas meet once a week to work on the school inquiry focus targeting low performing students. The targeted population are mainly Ells and English speaking students from the Caribbean. Both subgroups display SIFE like characteristics with low literacy skills. George Washington Carver High School for the Sciences is implementing Achieve 3000 and will receive intensive professional development from the vendor.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers at George Washington Carver High School for the Sciences are teachers of ELLS. Professional development is offered in argumentative writing, using counterclaims, using evidene, vocabualry acquisition and questionning techniques.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Through targeted Social and Emotional Learning, the staff is provided with materials that intergrate all students into discussions and assimilation of the school culture.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide*, Professional Development section.

Professional development is provided every Monday as per Chancellor's Regulations. Meeting agendas and minutes are archived in a binder.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

   Parents of ELLS are scheduled for a conference with the Guidance Counselor, the Ell teacher and content area teachers to discuss student progress once a year. If a student is failing more than 2 classes in a marking period, failure notices are sent to the parent in their preferred language and parents are recommended to attend a conference to create a plan of action for the student. At this meeting parents are provided with their child's transcript to discuss advancement toward credit accumulations, Regents exams needed and graduation. During this meeting translators are available if needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide*, Parent Selection and Program Placement section.

   Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Parents are involved in Saturday workshops where they are given information about the New York City Secondary Education policies for attendance, graduation, and discipline. Parents are also invited to participate in festive activities such as International dinner night, concerts, talent shows that takes place after-school activities . In addition, parents are invited to attend financial aid night, curriculum night and college application process. Letters of invitations to all functions are provided in English and in the parent preferred language.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

   N. A.

5. How do you evaluate the needs of the parents?

   Evaluation of the needs of parents are done during Parent-Teacher conferences, PTA meetings, and continuous outreach during the school year. Translation services are utilized when necessary. Parents provide their feedback after each event so that their needs can be evaluated.

6. How do your parental involvement activities address the needs of the parents?

   Parental involvment activities such as Saturday workshop through the PTA ensure that the parents are aware of NYCDOE policies regarding discipline, attendance, Regents and graduation requirements. Financial Aid night, College admision process, SAT guidelines enables the parent to be aware of the college process. Workshops in our online grading system allow parents to keep track and monitor their child progress.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: George Washington Carver High			School DBN: 29Q272
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Janice M. Sutton	Principal		11/30/15
Ms. Magdalena Bellamy	Assistant Principal		11/30/15
Ms. Sandra Welch-Dorsett	Parent Coordinator		11/30/15
Ms. Jacqueline Smartt	ENL/Bilingual Teacher		11/30/15
Ms. Marcela Rodriguez	Parent		11/30/15
Dr. Danielle Belizaire	Teacher/Subject Area		11/30/15
Mr. Charles Yarborough	Teacher/Subject Area		11/30/15
	Coach		
	Coach		
Ms. Deborah Blair	School Counselor		11/30/15
Mr. Michael Prayor	Superintendent		11/30/15
Ms. Marie-Antoinette Fidelia R	Borough Field Support Center Staff Member _____		11/30/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q272 **School Name: George Washington Carver High Schoo**
Superintendent: Michael Prayor

Before you begin, please check the following:

☒ **Principal has designated a Language Access Coordinator (LAC) in Galaxy**
☒ **The LAC has attended an in-person or online training (**www.learndoe.org/tiu/lac**) by the Translation and Interpretation Unit**
☒ **The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (Chancellor's Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We collect language preference information and other pertinent data during our intake interview process.The Home Language Identification Survey is explained and is given to the parents to be completed. Assistance is offered as needed. When the parent returns the blue card, the preferred language of communication is checked and parents who express that the method of communication is other than English, the pupil accounting secretary makes a note of it in ATS and when the phone messenger sends out notices, it is translated for the parents when applicable.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English and Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Teacher conference announcements Military opt-out letter Condom distribution letter Failure notice Regents exam notifications .

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parents-Teacher Conferences (November and March), Curriculum Night(September), Guidance meeting (at the end of Marking period 3 for the first semester in January and Marking period 4& 5 for the second semester.)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

George Washington Carver High School for the Sciences has staff who speak the preferred language of the parents, therefore, translation is provided in-house.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are provided in house by school staff over the phone.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of the school year the A.P. of Organization distrubutes documentation notifying all staff of our translation and interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations

Checklist of Notification Requirements

- ☒ Welcome Poster
- ☒ Parents' Bill of Rights
- ☒ Parents' Guide to Language Access
- ☐ Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent survey will be distributed and collected at the end of events on a periodic basis to asses the the quality of available services.