2018-19
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

George Washington Carver High School For The Sciences

School Name: George Washington Carver High School For The Sciences
School Number (DBN): 29Q272

BEDS Code: 342900011272

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. Rachealle Paul

SLT Chairperson: Ms. Pamela Stewart Spencer

Title I Parent Representative (or Parent Advisory Council Chairperson): Ms. Sanya Howitt

Student Representative(s): Mr. Justin Anderson
Ms. Cherokee Rivera Sutton

CBO Representative: NA

District Information

Geographical District: 29
Superintendent: Mr. Juan Mendez

Superintendent’s Office Address: 30-48 Linden Place, Flushing, New York 11354
Superintendent’s Email Address: JMendez2@schools.nyc.gov
Phone Number: (718) 281-7696
Fax: (718) 281-7519

Field Support Center (FSC)
Field Support Center - Queens South

Executive Director:
Ms. Marlene Wilks

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

Executive Director’s Email Address:
MWilks@sclarks.nyc.gov

Phone Number:
(718) 520-6743

Fax:
(718) 348-2997
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Dr. Janice M. Sutton</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ms. Renee Freeman</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Ms. Rachealle Paul</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Mr. Carl Whyte</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Ms. Sanya Howitt</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Mr. Justin Anderson</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>Ms. CherokeeRivera Sutton</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Ms. Nicole Camargo</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Ms. Pamela Stewart Spencer</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Ms. AnesiaHyltonBlackwood</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Ms. Cheryl Witt</td>
<td>Parent</td>
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<tr>
<td>Ms. Marjuel Hedrington-Defreitas</td>
<td>Parent</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time.

The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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 enjoys collaborations with the Advance Placement Access for All 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; 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 and College Access for All.

Overview of Instructional Programs and Special Initiatives

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

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

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

3. Describe any special student populations and what their specific needs are.

George Washington Carver High School for the Sciences presently serves 22 ENL students. We provide services for all levels from Entering (including SIFE) through Commanding as well as services when students test out. Students are programmed in alignment with CR Part 154.

Our school also has 74 SWDs (17.33%) ranging from Self Contained through Mainstream as we provide our students with educational opportunities in a Least Restrictive Environment. Through flexible programming, we provide educational options to maximize students' learning potentials, opportunities and experiences in a Least Restrictive Environment. To date, (4) 5.41% receive Related Services only; (2) 2.7% spend less than 20% of the week receiving Special Education Classroom Services; (30) 40.54% spend 21-59% of the week receiving Special Education Classroom Services; (36) 48.65% spend greater than 60% of their week in Integrated Co-Teaching (ICT) classes and (2) 2.7% received Self Contained services greater than 60% of the week.

4. Identify 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.

Utilizing the Framework For Great Schools report 2018-2019, our school made the most progress in: Collaborative Teachers and Rigorous Instruction. Our key focus area for this year is Strong Family-Community Ties and Rigorous Instruction.
### School Demographics and Accountability Snapshot for 29Q272

#### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 468
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 1
- **# SETSS (ELA)**: 12
- **# Integrated Collaborative Teaching (ELA)**: 100
- **# Special Classes (Math)**: 1
- **# SETSS (Math)**: 7
- **# Integrated Collaborative Teaching (Math)**: 74

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 5
- **# Music**: 11
- **# Dance**: 5
- **# Drama**: 5

#### School Composition (2017-18)
- **% Title I Population**: 72.0%
- **% Attendance Rate**: 87.2%
- **% Free Lunch**: 65.6%
- **% Reduced Lunch**: 4.3%
- **% Limited English Proficient**: 6.6%
- **% Students with Disabilities**: 15.4%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 2.1%
- **% Black or African American**: 74.6%
- **% Hispanic or Latino**: 15.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 5.3%
- **% White**: 0.6%
- **% Multi-Racial**: 3.6%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 14.25
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification (2014-15)**: 8.4

#### Student Performance for Elementary and Middle Schools (2017-18)
- **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
- **Mathematics Performance at levels 3 & 4 (4th Grade) (2016-17)**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: 89%
- **Mathematics Performance at levels 3 & 4**: 86%
- **Global History Performance at levels 3 & 4**: 74%
- **US History Performance at Levels 3 & 4**: 87%
- **4 Year Graduation Rate**: 77.3%
- **6 Year Graduation Rate (2011 Cohort)**: 85.8%
- **Regents Diploma w/ Advanced Designation**: 12.9%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: 20%

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No

## Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

### Elementary/Middle School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A

### High School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: NO

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: NO

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: 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

| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

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

51% of the students who took the Algebra CC 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 2018.

Further analysis of the data revealed the following for Mathematics based on the number of students who took the test to date:

- Cohort 2019 - 81% scored at levels 1 and 2 based on the Common Core Mathematics 8th Grade Test
- Cohort 2020 – 86% scored at levels 1 and 2 based on the Common Core Mathematics 8th Grade Test
- Cohort 2021 - 91% scored at levels 1 and 2 based on the Common Core Mathematics 8th Grade Test
- Cohort 2022 - 88% scored at levels 1 and 2 based on the Common Core Mathematics 8th Grade Test

Incoming Proficiency Levels - averaged 8th Grade Math rating was 2.26 as compared with the City 2.70.

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’ literacy and 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 2018-19 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 2019 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 2018.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tr>
<td>Grades 9-12 – Students enrolled in mathematics classes including ENLs, students with IEPs, students designated for the lowest third category School and City for Mathematics.</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal, Mathematics Teachers, ENL Teacher, Guidance Counselors, Paraprofessionals and Parent Coordinator.</td>
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- 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 Aloud, 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.

- 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 will 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 Grads 9-12 – Students enrolled in mathematics classes including ENLs,
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.

students with IEPs, students designated for the lowest third category School and City for Mathematics.

and Parent Coordinator.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During Curriculum Night and Parent Teacher Conferences, Instructional Staff and Guidance Counselors will meet with families to explain the curriculum and expectations as well provide information about students’ progress. Families will be kept abreast with students’ progress throughout the school year utilizing an on-line grade book to track and monitor students’ progress. Targeted Parent workshops and individualized parent conferences will be conducted by the Parent Coordinator, Guidance Counselors and teachers to provide strategies on how families can provide support to their children at home. These efforts will be coordinated by an Assistant Principal.

- 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 (IO Classroom/Pupil Path) and Teacher-Parent Conferences and Translation Services.
- Provide parents with additional opportunities to have weekly access to instructional and support staff to gain information about students’ academic progress and achievement.

The services would be provided September 2018 through June 2019.

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 Inter-visititation 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. Per Sessions and Per Diem funding resources will be utilized to support Extended Day
Mathematics classes, tutorials and Regents Review Preparation for Common Core Algebra. Regents Review Preparation will be conducted 4-6 weeks during the Fall 2018 and Spring 2019 Semesters 3 hours per week.

| 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 | || PTA Funded | || In Kind | || Other |

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

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**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 2019 Common Core Regents Examination(s) and the end of the Fall Term in January 2019 will serve as the mid-point benchmarks that will indicate progress towards reaching 2.5% of the goal.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The January 2019 Algebra Common Core Regents Examination will be used to assess progress.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strengths:

- Tailor made students’ schedules and programs to ensure courses lead to College and Career Readiness (75% Four-Year Graduation Rate 2017-2018).
- 88% of students say that adults at their school talk to them about what they plan to do after high school (School Quality Guide 2017-2018).
- Student progress is reviewed with each student and parent on an individual basis in collaboration with Guidance Counselor and Content Area Teachers.
- 85% of students say that adults at their school inform them about the college application process (School Quality Guide 2017-2018).
- 85% of students say that adults at their school help them plan for how to meet their future career goals (School Quality Guide 2017-2018).

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 2018-19 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 2019, students will improve the Postsecondary options pursued by students by 5%, as compared with June 2018 Postsecondary options.
Part 3a – 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:

- Evidence-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, SIF, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>September 2018 to June 2019</td>
<td>Administration, Guidance Counselors, Teachers, Parent Coordinator</td>
</tr>
</tbody>
</table>

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 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 on-site college admissions process.

Facilitate an on-site college application week in October for all senior students.

Conduct workshops which focus on college affordability and the importance of applying for financial aid for seniors.

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.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Provide Parent workshops and individualized parent-student conferences with information on colleges and universities and encourage parents to attend campus visits. Provide workshops on financing college and applying for financial aid. Host College Fair(s) where both students and parents can attend. Provide parents with flyers and information during PA and Town Hall Meetings of College events such as Open House visits to colleges and universities.

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 Plato College and Career Readiness curriculum to support in credit accumulation.

Schedule College Representative during the school day to facilitate College and Career informational Workshops.

Schedule College representatives for on-site Admissions process.

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

|  | Tax Levy |  | Title I SWP |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | C4E | 21st Century Grant | SIG | 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 January 2019, 80% of graduating senior cohort would have submitted a college application to at least a CUNY school.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

College Admissions Tracking report of number of applications completed and submitted to colleges.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
<tr>
<td>● 89% of teachers say that they had opportunities to work productively with colleagues at their school on professional development. (2017 - 2018 School Quality Guide).</td>
</tr>
<tr>
<td>● 89% of teachers say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas (2017-2018 School Quality Guide).</td>
</tr>
<tr>
<td>● Weekly meetings (Grade Level and Content Specific Teams) to discuss and address student achievement in the school.</td>
</tr>
<tr>
<td>● An instructional focus identified and supported by the staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs:</td>
</tr>
<tr>
<td>● Additional subject specific professional learning.</td>
</tr>
</tbody>
</table>

Priority Need:

| ● Teachers design instructional programs together (e.g. Lessons, units) together (61% agreed or strongly agreed 2017 - 2018 School Quality Guide). |

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be a 20% increase in the teacher survey response that teachers design instructional programs together as compared with 61% on the Peer Collaboration component of the 2017 - 2018 School Quality Guide.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal(s), Professional Learning Team, Borough Field Support Content Specialist</td>
</tr>
</tbody>
</table>

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:

- Participate in Vertical Team alignment of content specific curricula
- 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.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>October 2018 – November 2019</td>
<td>Principal, Assistant Principal(s), Professional Learning Team, Borough Field Support Content Specialist</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal(s), Professional Learning Team, Borough Field Support Content Specialist</td>
</tr>
</tbody>
</table>

Provide Professional Learning Opportunities related to parent involvement to support teachers in their interactions with parents.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teachers will meet in teams and schedule parent teacher student conferences on how to improve students' study skills or learning in various academic subjects. Make regular homework assignments that require students to discuss...
with their families what they are learning in class. Engage families in opportunities to work with their children in setting their annual academic, college and career goals. In addition, during the initial parent engagement period, parents will meet with teachers during Curriculum Night to learn about course syllabi, reporting practices and teachers' feedback. Provide parents with additional weekly access to instructional and support staff to learn about students' progress. Provide targeted scheduled grade level workshops on college and career readiness and academic achievement. Key personnel for implementation will be teachers, guidance counselors, assistant principal 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.

<table>
<thead>
<tr>
<th>Professional Learning Team/Inquiry Team(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough Field support Content Specialists</td>
</tr>
<tr>
<td>Common Planning Time - schedule adjustment</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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 2019, teachers will complete 2 cycles of professional learning and display a 10% positive increase response on school constructed survey, distributed in February, around the question, “Teachers design instructional programs together”.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School generated survey instrument

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   
   ● 89% of families say that the principal encourages feedback from the community through regular meetings (2017-2018 School Quality Guide).

   89% of families say that the principal is strongly committed to shared decision making (2017-2018 School Quality Guide).

   94% of teachers say that the principal sets high standards for student learning (2017-2018 School Quality Guide).

   94% of teachers say that the principal carefully tracks student academic progress (2017-2018 School Quality Guide).

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   
   Needs:

   ● 62% of students say that they learn a lot from feedback on their work (2017-2018 School Quality Guide). 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 the instructional staff needs to receive training on data usage to drive student achievement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 June 2019, 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.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>November 2018 - January 2019</td>
<td>Administration and Borough Field Support Data Specialist</td>
</tr>
<tr>
<td>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.</td>
<td>February 2019 – June 2019</td>
<td>Content leaders and Grade Level Leaders</td>
</tr>
<tr>
<td>Trust will be established by the staff and administrations shared goal of improving student outcomes, preparing students for success in school and beyond.</td>
<td>September 2018 – June 2019</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>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.</td>
<td>September 2018 – June 2019</td>
<td>SLT members and PA president</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Establish effective school to home communication which provides families with meaningful feedback that will strengthen families' knowledge and skills to support and extend students' learning at home and in the community. Connect students and their families to community resources that strengthen and support students' learning and well being. Clearly communicate school policies to all families in their preferred language. Provide formal mechanisms for families to communicate to administrators and teachers as needed. Provide opportunities and workshops for parents to understand school data systems. Key Personnel responsible will be parent coordinator, teachers, guidance counselors and assistant principal.

### 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.

Per Diem funding will be used to pay for attendees replacements.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

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 2019, all teachers will incorporate data-driven strategies as reflected in their unit and lesson plans.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The instruments will include lesson plans and artifacts from inquiry team which reflect usage of data.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.

Strengths:
- GWCHSS offers multiple activities to facilitate parent involvement. (95% of families say that their school communicates with them in a language and in a way that they can understand (2017-2018 School Quality Guide).
- GWCHSS utilizes online student progress monitoring system (Skedula/IO Classroom/Pupil Path) 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.)
- How effectively does the school partner with families to support student success? Indicator 3.4 A culture of learning that communicates and supports high expectations Score 4.99 Well Developed (2017-2018 Quality Review)

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Priority Need:
- Parent feelings and belief are not truly represented due to a low participation rate on the NYC School Survey (14% (61) parent response rate 2017-2018 School Quality Guide).

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, GWCHSS’ parent response rate will increase by 15% as compared with the 14% participation rate on School Survey (2017-2018 School Quality Guide).
## Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All parent/guardians</td>
<td>September 2018-June 2019</td>
<td>Intake staff, parent Coordinator</td>
</tr>
<tr>
<td>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. Information will be provided in the parents' preferred language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All parent/guardians</td>
<td>October 2018, March 2019</td>
<td>Administration, Parent Coordinator</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All parent/guardians</td>
<td>September 2018-June 2019</td>
<td>Administration, Parent Coordinator</td>
</tr>
<tr>
<td>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. Information will be provided in the parents' preferred language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All parent/guardians</td>
<td>September 2018-June 2019</td>
<td>Administration, Parent Coordinator</td>
</tr>
<tr>
<td>Provide access to educational resources for parents to use together with their children such as Skedula (IO Classroom/Pupil Path).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All parent/guardians</td>
<td>September 2018-June 2019</td>
<td>Administration, Parent Coordinator</td>
</tr>
</tbody>
</table>

### 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       |   | PTA Funded |   | In Kind   |   |
|   |         |   |             |   |           |   |           |   |           |   |

**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 2019 through a school based parent survey there will be a response rate of 7.5% increase in parent response as compared to the 2018-2019 school year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School generated survey

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>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.</td>
<td>Regents Preparatory Academy, Peer Tutoring, Office Hours, Castle Learning, Plato Learning</td>
<td>Small group, one to one, tutorials</td>
<td>During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>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.</td>
<td>Regents Preparatory Academy, Peer Tutoring, Office Hours, Castle Learning, Plato Learning</td>
<td>Small group, one to one, tutorials</td>
<td>During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>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</td>
<td>Regents Preparatory Academy, Peer Tutoring, Office Hours, Castle Learning, Plato Learning</td>
<td>Small group, one to one, tutorials</td>
<td>During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>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.</td>
<td>Regents Preparatory Academy, Peer Tutoring, Office Hours, Castle Learning, Plato Learning</td>
<td>Small group, one to one, tutorials</td>
<td>During the school day, before or after school, Saturday Extended Program (Depending on Budget constraints)</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>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.</td>
<td>Connect with Kids, Seven Habits of Highly Effective Teens</td>
<td>Small group, one to one</td>
<td>Delivery of service is during the school day. Students are counseled on a one to one basis utilizing a systemic approach.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>5</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Students who are designated as STH receive basic emergency supplies (school supplies, clothing, books) and other educational services such as tutorials, counseling services and other academic intervention programs so that they could advance academically.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th></th>
<th>Targeted Assistance (TA) Schools</th>
<th></th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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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.).

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

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>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.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>199,818.00</td>
<td>X</td>
<td>5A; 5B; 5C; 5D; 5E, 6; 7</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

2018-19 CEP
Title III, Part A | Federal | 0 | NA | NA
Title III, Immigrant | Federal | 0 | NA | NA
Tax Levy (FSF) | Local | 2,942,262.00 | X | 5A; 5B; 5C; 5D; 5E, 6; 7

2 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)**

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>George Washington Carver High School for the Sciences</strong> in compliance with the Section 1118 of Title I, and ESSA, 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>George Washington Carver High School for the Sciences</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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

Parental Involvement and School Quality

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., ESSA/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 of ESSA;

● 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;

### Encouraging School-Level Parental Involvement

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)

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 ESSA, 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: High Quality Curriculum

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 ESSA;

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 ESSA Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

Name of School: ______  DBN: ______

This school is (check one):
- ☒ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- ☐ Before school  ☒ After school  ☐ Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):
- ☐ K  ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5
- ☐ 6  ☐ 7  ☐ 8  ☒ 9  ☒ 10  ☒ 11  ☒ 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 
An analysis of the NYSESLAT Data has revealed that there are 22 students with the following distributions for the 2018-2019 School Year: 8 students are classified as Transitioning students; 12 are classified as Expanding and 1 student as Emerging. Data culled from the 2017-2018 Regents Examinations revealed the following: 14 students took the Common Core ELA Regents Examination 42.9% (6) achieved a Performance Level 5; 7.1 % at Level 2 and 50% at Level 1. For Former ELLs, three student took the examination. 33% (1) performed at level 5, 33% (1) at level 4 and 33% (1) at level 3. For Common Core Algebra Regents there were 23 students who took the examination. 56.5% (13) performed at level 3; 21.7% (5) performed at level 2 and 21.7% (5) performed at level1. For former ELLs, two students took the examination. 50% (1) performed at level 2 and 50% (1) at level 1. For Common Core Algebra II, 4 former ELL students took the examination 50% (2) performed at level 3 and 50% (2) performed at level 2. For Global History Transition Regents examination, 12 students took the examination. 66.7% (8) performed at level 3 and 33.3% (4) performed at level 4. For the former ELLs, 5 students took the examination. 66.7% (3) performed at level 2 and 33.2% (2) performed at level 3. For the Living Environment Regents examination, there were 24 students who took the examination. 20.8% (5) performed at level 3, 37.5% (9) performed at level 2 and 41.7% (10) performed at level 1.

To support students who did not meet the City and State benchmarks, students in grade levels 9-12 have additional after-school help, one-to-one tutoring, and lunch time reading with teacher or buddy. They also have the opportunity to participate in Extended Day activities such as PM School tutorials and Home Work Help which will meet Wednesday and Thursday from 2:35 - 4:05 PM to help them to further acquire the skills and subject content needed to meet and master the curricular benchmarks as well as the standardized examinations. ELA and Social Studies will meet weekly on Wednesdays for 1.5 hours and Math and Science will meet on Thursdays for 1.5 hours. The program will begin October 17, 2018 and will end May 9th, 2019.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 
Staff will participate in ongoing, long term targeted professional development with strong emphasis on the State Learning Standards, differentiated and academic language development strategies. However, in order to keep abreast of the instructional strategies and teaching methodologies of ENLs, teachers have participated in District ENL professional development workshops.
Part C: Professional Development

The instructional staff also engages in professional development activities throughout the year. This ensures that they remain current in the instructional strategies and techniques that will enable our ENLs to succeed. The topics include the following:

- Strategies to support ENL students in the classroom
- Tiered Assessment
- Performance-Based Assessments aligned to the Common Core standards and curriculum
- Writing Process Workshop for ENLs
- Looking at Student Work
- Collaborative Planning
- Use of Native Language Support Resources in the content area classroom (Glossaries, dictionaries, leveled reading materials as available)
- Testing Accommodations for ENLs (current and former) during standardized and classroom testing.

The schedule duration for each session will be 2:35 PM to 3:55 PM. The teacher(s) who facilitate the professional learning sessions will turn-key the information gleaned from the City-wide and District-level professional learning opportunities.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ______

Parents will be invited to participate in two Saturday workshops based on their needs and the needs of students. Through individualized counseling and planning sessions, parents will be kept abreast of students' progress. Parents will learn about graduation requirements, school rules, study skills, College application process, Financial Aid and other workshops and services provide to ensure academic success. Parents will be notified through letters in their preferred language and English as well as via telephone. The workshops will be facilitated by a Guidance Counselor and/or Social Worker. Translation will be provided as needed.

One session will be conducted in the Fall Semester (December 8, 2018) and the other in the Spring Semester (March 9, 2019).

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
|                       | Professional salaries (schools must account for fringe benefits) | Per Session: ENL/ELA Teacher 1.5 hr/wk @ 22 wks = $2,001.08  
Social Studies Teacher 1.5 hr/wk @ 22 wks = $2,001.08  
Science Teacher 1.5 hr/wk @ 22 wks = $2,001.08  
Math Teacher 1.5 hr/wk @ 22 wks = $2,001.08 | Funds will be used for Per Session activities. Parent workshops will be held to keep parents and students abreast with students' achievement and progress, Common Core and College Readiness Standards, requirements for graduation, translation of school communications. |
**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and/or Social Worker @ 8hrs = $521.00</td>
<td></td>
<td>ENL Teacher will attend 4 Days of Training. The Teacher will then turnkey strategies and resources to the Instructional Staff.</td>
</tr>
<tr>
<td>Supervisor 1hr/wk @ 22 wks = $1,648.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal Per Session: $10,213.32</td>
<td>$10,213.32</td>
<td></td>
</tr>
<tr>
<td>Per Diem: ENL Teacher PD 1 day @ 4 days = $801.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purchased services</strong></td>
<td>$0.00</td>
<td>NA</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplies and materials</strong></td>
<td>$649.00</td>
<td>Supplies and Materials to support the program</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Educational Software</strong></td>
<td></td>
<td>No Charge</td>
</tr>
<tr>
<td>(Object Code 199)</td>
<td>Achieve 3000 and Castle Learning platforms will be used based on Budget availability. No Charge. Khan Academy Platform. No Charge.</td>
<td></td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>$0.00</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>$0.00</td>
<td>NA</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12,366.00</td>
<td>For Program</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. 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. Pamela Stewart Spencer
Teacher/Subject Area Dr. Danielle Belizaire/L. Env
Teacher/Subject Area Ms. Nicole Mercado/Social Stud
Related-Service Provider Ms. Karen Kugler/ISS  Field Support Center Staff Member Saimir Kraja
Superintendent Mr. Juan Mendez  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.

<table>
<thead>
<tr>
<th>ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
**Part II: ELL Demographics**

**A. ELL Programs**

<table>
<thead>
<tr>
<th>This school serves the following grades (includes ELLs and non-ELLs)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check all that apply</td>
<td></td>
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</tbody>
</table>

**This school offers (check all that apply):**

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s)</th>
<th>N. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>N. A.</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>N. A.</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td>N. A.</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
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<tr>
<td>DL</td>
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<tr>
<td>DL</td>
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<tr>
<td>Total</td>
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</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The assessment tools and data sources used to determine the literacy skills of ENLs are ENL 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 ENLs, 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 efficiently since the NYSESLAT Modality Report provides information to determine student deficiencies in listening, speaking, reading and writing.

2. What structures do you have in place to support this effort?
The structures utilized to support this effort include disaggregation and analysis of the data to understand the areas where students will need support. This data is also compared with the previous year’s data to determine movement as well as the specific areas for intervention. Strategies to address areas which need improvement are employed and are integrated into the lessons to address the individual learning needs. These strategies are reflected in the lesson planning. To support the Reading component, students are enrolled in the Achieve 3000 Program which focuses on the improvement of Reading Comprehension Skills. In addition, teachers integrate contextual considerations and cultural backgrounds of students into lesson planning. Instructional staff attend ongoing professional development which addresses the needs of ENL students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? The success of the ENL 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, ENLs are further evaluated based on class work assignments, tests, ongoing summative and formative assessments, and student self-evaluations and assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered? We provide targeted interventions through Achieve 3000 to support reading and comprehension. After school content-specific tutorials and Regents Preparatory Review sessions are offered. Glossaries and dictionaries are provided to foster literacy skills acquisition.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. A comparison of the data was conducted for the 2016 and 2017 performance results. An analysis of the results revealed that 31 students took the NYSESLAT Examinations in 2017 as compared with 16 in 2016. There were 16 students who took the examinations in both 2016 and 2017. Where the performances in the modalities were concerned, there were improvements in various modalities in 2017. There was a 75% increase in listening, 50% increase in speaking, 62.5% increase in reading and 81.25% increase in the writing modality. In addition, there were 5 students who achieved at the Commanding level. Students currently enrolled - 6.5% are Emerging, 29% are Transitioning and 64.5% are Expanding. Students who take the NYSITELL are placed according to their cut score performance on the examination.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The information is communicated with the Guidance Counselor and programmer to ensure that students are placed in their correct classes according to CR Part 154. Parents are notified about the child’s status in the ENL Program through mailings in their preferred language and in English as well as individualized workshops. Instructional and School Support Staff receive the information through Inquiry Team and Grade Level Team Meetings.

Part IV: ELL Programming

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 ENLs are programmed for the mandated units of ENL. Students at the Emerging levels receive instructions in a homogeneous setting via the stand alone model with the ENL teacher as mandated. These students are also placed in an integrated heterogenous ELA class for the mandated allocation of minutes as stipulated in CR Part 154. Students at the Transitional, Expanding and Commanding levels are scheduled for one period of integrated ENL through ELA or Social Studies following the mandated allocation of minutes as stipulated by CR Part 154 in a heterogeneous classroom setting.

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)?

All ENLs are programmed for the mandated units of ENL. Students at the Emerging levels receive instructions in a homogeneous setting via the stand alone model with the ENL teacher as mandated one period per day, five times per week. These students are also placed in an integrated heterogenous ELA class for the mandated allocation of minutes as stipulated in CR Part 154 one period per day, five days per week. The ENL Teacher pushes into this class four days per week. Students at the Transitional, Expanding and Commanding levels are scheduled for one period of integrated ENL through ELA or Social Studies following the mandated allocation of minutes as stipulated by CR Part 154 in a heterogeneous classroom setting. The ENL Teacher pushes into this class four days per week.

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 ENL 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 ENL 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 ENL, 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 administered to new Spanish Speaking students.

5. 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, pronunciation and reading, visual opportunities through technology and film and the use of manipulatives. The use of the native language will be an integral
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 ENL students opportunities to teach others about their first language 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 ENL students connect words with meaning by using nonverbal clues and non-linguistic representation of ideas, including multimedia, manipulatives, simulations and modeling. Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

c. ENL 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 activities 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 places additional emphasis on the writing, reading, and listening component. We have established 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 the feedback and work of others, 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 ENL 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 ENLs 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 ENLs that have reached commanding levels for up to 2 years received .5 unit of integrated ENL through ELA or Social Studies. They also receive all ENLs testing accommodations in addition to counseling.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 ENL-SWD. One student requires bilingual support in Haitian Creole. However, a Bilingual Paraprofessional (Haitian Creole language speaking) supports the student in the content area classes.
7. 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 ENL-SWDs within the least restrictive environment includes weekday after-school programs. Students who are ENL-SWD are enrolled in ICT classes. The lessons are differentiated to meet the individual needs of students. The instructional strategies include cooperative learning, role-playing, the use of modeling, graphic organizers and visuals, concept mapping, vocabulary and language development, guided interactions, scaffolding and the use of computer assisted instruction.

8. 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 ENLs in ELA, math, and other content areas include after-school programs, small groups according to individual weaknesses. ENLs 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. ENL students participate in the After-School tutorials and extended day Saturday Regents review and preparation programs.

9. Based on data and trends, 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 ENL'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 the Sciences will continue to use Achieve 3000 during this academic year.

10. If you had a bilingual program, what was the reason you closed it?
    NA

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ENL students in our school are encouraged to participate in all school programs including sports, clubs, and shows. ENL students are exposed to school-wide advertisements for all programs. ENL 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.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    The Achieve 3000 Program has been successful in helping ENL Students with reading and comprehending informational texts. This is evident in the increase of their lexile level scores. Teachers of content area use computers, overhead projectors, and power point presentations, as well as glossaries and specific vocabulary to support ENL students. Bilingual glossaries, bilingual dictionaries, buddy system are used as native language support during content instruction.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    The native language support is given through the buddy system where senior ENL students assist incoming ENL students. Encouragement is also given to ENL students by staff members who are native language speakers in other content areas. These are in addition to bilingual glossaries, bilingual dictionaries, computers with translation applications, buddy system are used as native language support during content instruction.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
ENL 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 ENL student. If necessary, students will be directed to the resource center and other one-on-one tutoring.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Teachers of content area use computers, overhead projectors, and power point presentations, as well as glossaries and specific vocabulary to support ENL students. Bilingual glossaries, bilingual dictionaries, buddy system are used as native language support during content instruction. All ENL teachers in the building attend professional learning activities together. The information gleaned is then turn-keyed to the staff in the various schools.

16. 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 incoming students include orientation by the Guidance Counselor where students will receive information in their 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. Translation is provided by staff members where possible.

17. What language electives are offered to ELLs?

Spanish

18. 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.

### 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 and non-pedagogic staff.) 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?

The Professional Learning Opportunities support the school 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, ENL 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 the 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 ENLs 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 utilizes Achieve 3000 and receive professional development from the vendor.

All teachers at George Washington Carver High School for the Sciences are teachers of ENLs. Professional development is offered in argumentative writing, using counterclaims, using evidence, vocabulary acquisition and questioning techniques.
2. 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.

Through targeted Social and Emotional Learning, the staff is provided with materials that integrate all students into discussions and assimilation of the school culture. The ENL Teacher attend PD provided by the DOE which is turn-keyed to the rest of the staff.

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

**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 ENLs are scheduled for a conference with the Guidance Counselor, the ENL 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 results of the NYSESLAT Examination with an explanation of the individual component results, proficiency levels in reading, writing, listening and speaking; transcript to discuss advancement toward credit accumulations; Regents exams needed and graduation requirements. During this meeting translators are available if needed.

2. 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. In collaboration with the PA, ENL parents are invited to Award Ceremonies. Letters of invitations to all functions are provided in English and in the parent preferred language.

**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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Dr. Janice M. Sutton, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Janice M. Sutton</td>
<td>Principal</td>
<td></td>
<td>10/23/2017</td>
</tr>
<tr>
<td>Ms. Magdalena Bellamy</td>
<td>Assistant Principal</td>
<td></td>
<td>10/23/2017</td>
</tr>
<tr>
<td>Ms. Sandra Welch-Dorsett</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/23/2017</td>
</tr>
<tr>
<td>Ms. Jacqueline Smartt</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/23/2017</td>
</tr>
<tr>
<td>Ms. Taneka Stephenson</td>
<td>Parent</td>
<td></td>
<td>10/23/2017</td>
</tr>
<tr>
<td>Dr. Danielle Belizaire</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/23/2017</td>
</tr>
<tr>
<td>Ms. Nicole Mercado</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/26/2018</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Pamela Stewart Spencer</td>
<td>School Counselor</td>
<td></td>
<td>10/26/2018</td>
</tr>
<tr>
<td>Mr. Juan Mendez</td>
<td>Superintendent</td>
<td></td>
<td>10/26/2018</td>
</tr>
<tr>
<td>Mr. Saimir Kraja</td>
<td>Field Support Center Staff Member</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
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</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 29Q272  **School Name:** George Washington Carver High School  **Superintendent:** Juan Mendez

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline</td>
<td>Smartt</td>
<td>LAC</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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 in their preferred language 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>501</td>
<td>85.2</td>
<td>503</td>
<td>85.54</td>
</tr>
<tr>
<td>Spanish</td>
<td>62</td>
<td>10.54</td>
<td>61</td>
<td>10.54</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>0.68</td>
<td>3</td>
<td>0.51</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>8</td>
<td>1.36</td>
<td>9</td>
<td>1.53</td>
</tr>
<tr>
<td>Papiamento</td>
<td>1</td>
<td>0.17</td>
<td>1</td>
<td>0.17</td>
</tr>
<tr>
<td>Yoruba</td>
<td>1</td>
<td>0.17</td>
<td>1</td>
<td>0.17</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
<td>0.34</td>
<td>1</td>
<td>0.17</td>
</tr>
<tr>
<td>Bengali</td>
<td>4</td>
<td>0.68</td>
<td>4</td>
<td>0.68</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>0.17</td>
<td>1</td>
<td>0.17</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A.</td>
<td></td>
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</table>

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher conference announcements</td>
<td>09/17/2018 11/13/2018 02/12/2019 04/16/2019 10/31/2018 03/13/2019</td>
<td>Use of prepared documents in preferred languages compiled by the Translation and Interpretation Department.</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &amp; 5 for the second semester.)</td>
<td>09/26/2018 11/29/2018</td>
<td>Interpretation Services will be provided to parents through the Translation and Interpretation Department.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Use of Translated Services and/or documents on the DOE Intranet to send communications to parents/guardians in their preferred languages. In addition the School's Phone Master Messenger will also be utilized in the event of a school emergency. Students will also take home backpack communications in the parent's preferred language.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

At the beginning of the school year, each staff member is given a folder with a selection of the Chancellor's Regulation and the link to access all of the Chancellor’s Regulations. Staff are reminded that all correspondence must be translated into the parent's preferred language. There are already some documents available on the Intranet under Special Populations that can be accessed. The information for the Translation Hotline was provided and the names of staff members who speak other language was solicited and generated. The Main Office, Guidance Counselors and Parent Coordinator are equipped with the technology to immediately connect with translation help in the least intrusive way possible.
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Parents are made aware of their rights to receive information through the Welcome Poster, Parents Bill of Rights, Parents Guide to Language Access and The Language ID Guide at Security Desk and Main Office.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parent survey will be distributed in the parents' language of preference and collected at the end of events on a periodic basis to assess the quality of available services.