



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** CITY POLYTECHNIC HIGH SCHOOL OF ENGINEERING, ARCHITECTURE, AND  
TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K674

PRINCIPAL: CHRIS AGUIRRE

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SUPERINTENDENT: KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

**\*Page with original signatures is on file in the main office**

Name	Position and Constituent Group Represented	Signature
Chris Aguirre	*Principal	
Douglas Shuman	*UFT Chapter Leader	
Roderick Gayle	*PTA President	
Gabrielle Williams	Student Representative	
Emir Bailey	Student Representative	
Marie Segares	Chair and CBO Representative	
Armando Echeverry	Parent Member	
Lourdes Echeverry	Parent Member	
Cordelia Francis	Parent Member	
Louise Modica	Title I Representative and Parent Member	
Wandy Chang	Secretary and Teacher Member	
Kristen Pisacreta	Teacher Member	
Allegra Felter	Teacher Member	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- For the 2011-2012 school year, the City Poly student attendance rate will average 90 percent (for all students combined). City Poly will cut in half the number of first-year and second-year students who had 9 or more absences in 2010-2011 and returned for the 2011-2012 school year.

### **Comprehensive needs assessment**

- In 2010-2011, the student attendance rate at City Poly averaged 88 percent for all students combined. Monthly attendance rates hit a high mark in September, with 93 percent, and a low mark in May, with 83 percent. Student attendance in the fall was better than student attendance at any other time of year, averaging 92 percent for the three fall months.

Because of City Poly's accelerated trimester schedule, which allows students to complete their high school requirements in just three years instead of the traditional four years, a day's absence is far more damaging for our students than for students in traditional high schools. We have found that students who are frequently absent have far more trouble passing their courses and earning their credits toward graduation. We have also found that the relatively small number of students who are excessively absent (defined by us as 9 or more absences during the school year) require considerably more attention from our teachers—both during and after school—in order to pass their courses.

### **Instructional strategies/activities**

- The following activities will be implemented throughout the 2011-2012 school year, starting in September:
  1. A multi-grade, multidisciplinary teacher team focused on this school goal will meet at least biweekly during sixth period common planning time to discuss, develop, and implement strategies for improving attendance.
  2. An administrative team, including the principal, assistant principal, dean, and guidance counselor, will review attendance data weekly. The principal will share the attendance data with the teacher team focused on this school goal.
  3. Appropriate administrators and office staff will be trained to use iLog to document intervention strategies throughout the school year.
  4. The School Messenger phone system will be used daily to telephone parents of students who are absent.
  5. Parents of students who are absent two consecutive days will be telephoned by a member of the administrative team, by the attendance teacher, or by an office staff member.
  6. The names of students with perfect attendance will be posted on a hallway bulletin board and on the video screen in the main lobby monthly.

### **Strategies to increase parental involvement**

1. Attendance issues will be discussed regularly in the monthly PTA meetings and in the monthly SLT meetings, with discussions led by the principal or other staff members.
2. The importance of good attendance will be emphasized during the six open houses in the fall for prospective students and parents to begin to set a culture of good attendance among incoming students and families.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Not relevant to this goal

**Service and program coordination**

- Not relevant to this goal

**Budget and resources alignment**

- Per-session line GH7PN: For one hour of per-session for training to use iLog for appropriate staff in September, 2011
- OTPS line X7GC Education software: Funds used to purchase the School Messenger system, renewed in March each year
- OTPS line YXHR: General supplies: To purchase bulletin board display materials

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- For the 2011-2012 school year, the City Poly student on-time-for-school rate will average 80 percent (with “on-time-for-school” defined as entering the door of his/her first class at the time that school officially starts). The City Poly student on-time-for-class rate for all subsequent periods will average 95 percent (with “on-time-for-class” being defined as entering the door of the class within two minutes of being released from the previous class).

### **Comprehensive needs assessment**

- It is clear from watching the late arrivals each morning that too many students are coming late to school. Teachers complain that some students do not arrive until 20 minutes into their first period. While these students have to sign in at the Main Office and call their families to notify them of the late arrival, that does not seem to be a sufficient deterrent for students. We know that students who are frequently late to school have difficulty passing their first-period course.

In addition, students are slow to move from class to class during the school day. Too much time is spent in the hallways and making unnecessary trips to lockers. When students straggle into class, it makes it difficult for teachers to get class started on time.

### **Instructional strategies/activities**

- The following activities will be implemented throughout the 2011-2012 school year, starting in September:
  1. A multi-grade, multidisciplinary teacher team focused on this school goal will meet at least biweekly during sixth period common planning time to discuss, develop, and implement strategies for improving on-time arrival to school and to classes.
  2. A rubric for evaluating students on character traits shown to lead to success in school, college, and careers will be developed, pilot tested, and implemented by teachers. One of these traits will include student responsibility for arriving on time for classes.
  3. Appropriate penalties will be developed by teachers and administrators to ensure that students who are late to school and to class are treated uniformly.
  4. Appropriate administrators and office staff will be trained to use iLog to document intervention strategies throughout the school year.

### **Strategies to increase parental involvement**

1. Lateness issues will be discussed regularly in the monthly PTA meetings and in the monthly SLT meetings, with discussions led by the principal or other staff members.
2. Letters will be sent to parents to explain the lateness problem and to seek their help in addressing it.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Not relevant to this goal

**Service and program coordination**

- Not relevant to this goal

**Budget and resources alignment**

- OTPS per-session line GH7PN: For one hour of per-session for training to use iLog for appropriate staff in September, 2011

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- During the 2011-2012 school year, 80 percent of all students will earn at least five credits per trimester.

#### **Comprehensive needs assessment**

- In 2010-2011, about 80 percent of first-year and second-year students did earn at least five credits in each trimester. This year, as we add our final third full cohort of students, we are concerned that our efforts to move all students forward may falter. As more students need the attention of the guidance and administrative staffs, it will become harder to serve each student as we have been able to do in the past. We will not have any quantitative data on this goal until the end of the first trimester in December, 2011, when we will get our first look at the credits students earned at the end of the first trimester.

#### **Instructional strategies/activities**

- The following activities will be implemented throughout the 2011-2012 school year, starting in September:
  1. A multi-grade, multidisciplinary teacher team focused on this school goal will meet at least biweekly during sixth period common planning time to discuss, develop, and implement strategies for helping students accumulate credits on our accelerated schedule.
  2. Math teachers will develop and implement the school's first peer tutoring program, which will pair good math students with students in need of extra help. Tutors will receive volunteer hours (toward their service requirement) for their time.
  3. An Early College Advisory Seminar will be required for all first-year and second-year students two or three times per week (depending on their physical education schedule) in the first trimester. One important part of this curriculum will be an understanding of student transcripts and of how credits are accumulated toward completion of high school requirements.
  4. All third-year students will meet individually with college advisory staff at least three times during the school year to discuss the accumulation of credits toward completion of high school requirements.
  5. All students will be trained to use the Skedula program to access their course assignments and assessments, course grades, credits accumulated, and other progress toward graduation information.
  6. After-school homework help sessions will be staffed by teachers in each core subject at least one time per week.
  7. The College and Career Writing Center will be staffed by an advisor after school three days a week to provide students with individual help with their writing skills.

#### **Strategies to increase parental involvement**

1. Credit accumulation issues as well as the three-year (on track)/four-year (off-track) plan for completion of high school requirements will be discussed regularly in the monthly PTA meetings and in the monthly SLT meetings, with discussions led by the principal or other staff members.
2. Parents will be trained to use the Skedula program to access their children's course assignments and assessments, course grades, credits accumulated, and other progress toward graduation information. Administrators will hold at least three evening training workshops

during the fall trimester and will also provide training during parent-teacher conferences.

3. Parents will receive copies of our Parent Checklists of Academic Skills, which detail the New York State Learning Standards for each core subject their child is taking. In addition, Common Core Standards are being added to the checklists this year.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- City Poly intends to employ teachers in the NCLB core subjects who are highly qualified, given their certification and content expertise. In 2010-2011, all City Poly ELA, math, science, social studies, and foreign language teachers were highly qualified. Our students' first fine arts course, Art and Architecture, was taught by our engineering teacher, who is also an architect. In 2011-2012, a certified music teacher will be added to the staff to teach music courses to fulfill fine arts requirements for students.

**Service and program coordination**

- Being designated as a Title I school provides the opportunity to support our parent workshops and to support some of our after-school tutoring services for students.
- Funding for an advisor for the College and Career Writing Center will be provided by our Tortora Sillcox Foundation grant (through the Fund for Public Schools) from October through December, 2011.

**Budget and resources alignment**

- OTPS line X7GC Education software: To purchase a year's site license for Skedula software
- OTPS per-session line GH7PT: Six hours of per-session payments per week for after-school homework help from October, 2011, through mid-June, 2012
- OTPS per-session line GH7PN: Four hours of per-session payments per week for the advisor in the after-school College and Career Writing Center from January through June, 2012

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

- At the end of the 2011-2012 school year, 60 percent of third-year students will successfully complete their high school requirements on the three-year plan.

### **Comprehensive needs assessment**

- When these goals were set based on second trimester data from the 2010-2011 school year, about 55 to 60 percent of second-year students and about 80 percent of first-year students were on track to complete their high school requirements on the three-year plan. Clearly, as students move through their courses each year, it gets harder and harder to keep students on our accelerated track. Any missed credit or failed Regents exam that is not made up in a timely fashion (e.g., in the summer, during January testing) can pull a student off the three-year plan. That is why we try very hard to provide multiple opportunities for students to make up missed credits (that is, to make up for earning an NC—for “No Credit”—in a course) and to retake Regents exams.

### **Instructional strategies/activities**

- The following activities will be implemented throughout the 2011-2012 school year, starting in September:
  1. A multi-grade, multidisciplinary teacher team focused on this school goal will meet at least biweekly during sixth period common planning time to discuss, develop, and implement strategies for helping students accumulate credits on our accelerated schedule and pass Regents exams.
  2. The principal will meet with all teachers and all students to explain the requirements for being on track to complete high school requirements in three years. This written policy will be part of the student and faculty handbooks.
  3. An Early College Advisory Seminar will be required for all first-year and second-year students two or three times per week (depending on their physical education schedule) in the first trimester. One important part of this curriculum will be an understanding of student transcripts and of how credits are accumulated toward completion of high school requirements.
  4. All third-year students will meet individually with college advisory staff at least three times during the school year to discuss the accumulation of credits toward completion of high school requirements.
  5. All students will be trained to use the Skedula program to access their course assignments and assessments, course grades, credits accumulated, and other progress toward graduation information.
  6. After-school homework help sessions will be staffed by teachers in each core subject at least one time per week.
  7. The College and Career Writing Center will be staffed by an advisor after school three days a week to provide students with individual help with their writing skills.

### **Strategies to increase parental involvement**

1. Credit accumulation issues as well as the three-year (on track)/four-year (off-track) plan for completion of high school requirements will be discussed regularly in the monthly PTA meetings and in the monthly SLT meetings, with discussions led by the principal or other staff members.

2. Parents will be trained to use the Skedula program to access their children's course assignments and assessments, course grades, credits accumulated, and other progress toward graduation information. Administrators will hold at least three evening training workshops during the fall trimester and will also provide training during parent-teacher conferences.
3. Parents will receive copies of our Parent Checklists of Academic Skills, which detail the New York State Learning Standards for each core subject their child is taking. In addition, Common Core Standards are being added to the checklists this year.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- City Poly intends to employ teachers in the NCLB core subjects who are highly qualified, given their certification and content expertise. In 2010-2011, all City Poly ELA, math, science, social studies, and foreign language teachers were highly qualified. Our students' first fine arts course, Art and Architecture, was taught by our engineering teacher, who is also an architect. In 2011-2012, a certified music teacher will be added to the staff to teach music courses to fulfill fine arts requirements for students.

**Service and program coordination**

- Being designated as a Title I school provides the opportunity to support our parent workshops and to support some of our after-school tutoring services for students.
- Funding for an advisor for the College and Career Writing Center will be provided by our Tortora Sillcox Foundation grant (through the Fund for Public Schools) from October through December, 2011.

**Budget and resources alignment**

- OTPS line X7GC Education software: To purchase a year's site license for Skedula software
- OTPS per-session line GH7PT: Six hours of per-session payments per week for after-school homework help from October, 2011, through mid-June, 2012
- OTPS per-session line GH7PN: Four hours of per-session payments per week for the advisor in the after-school College and Career Writing Center from January through June, 2012

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

- In June, 2012, 75 percent of City Poly students without IEPs will pass each Regents exam they take on their first attempt, and 75 percent of City Poly students with IEPs will pass each RCT they take on their first attempt.

### **Comprehensive needs assessment**

- In the two years that City Poly has been open, our passing rates on Regents exams our students have taken have ranged from about 55 percent to 70 percent for Integrated Algebra, Geometry, Living Environment, Earth Science, Chemistry, and Global History and Geography. None of these passing rates is where it should be, according to our principal and SLT members. Too few IEP students and ELLs have passed Regents exams, and too few IEP students have passed RCTs, which are still in play for our second-year and third-year students in 2011-2012. Our ELLs work very hard to pass their exams, including attending after-school help and retaking the exams whenever possible. Their difficulty with the exams, which we believe is a language problem that is not their fault, is of particular concern to our principal and other staff members.

### **Instructional strategies/activities**

- The following activities will be implemented throughout the 2011-2012 school year, starting in September:
  1. A multi-grade, multidisciplinary teacher team focused on this school goal will meet at least biweekly during sixth period common planning time to discuss, develop, and implement strategies for helping students pass Regents exams and RCTs.
  2. After-school Regents prep sessions will be run for several weeks prior to each Regents exam for students who are retaking an exam in January or in June.
  3. Summer Regents prep sessions will be run for at least two weeks prior to each Regents exam for students who are retaking an exam in August.
  4. City Poly will use the services of a special education consultant to design and implement an ICT model for our IEP students, which will give them better access to rigorous instruction geared toward mastering the standards required to pass the Regents exams.
  5. A summer program will be developed and implemented for RCT preparation in science for IEP students.
  6. The College and Career Writing Center will be staffed by an advisor after school three days a week to provide students with individual help with their writing skills.

### **Strategies to increase parental involvement**

1. Regents/RCT testing issues and passing rates will be discussed regularly in the monthly PTA meetings and in the monthly SLT meetings, with discussions led by the principal or other staff members.
2. Parents will be trained to use the Skedula program to access their children's course assignments and assessments, course grades, credits accumulated, and other progress toward graduation information. Administrators will hold at least three evening training workshops during the fall trimester and will also provide training during parent-teacher conferences.
3. Parents of students who need to retake a Regents exam or RCT in the summer of 2012 will be notified by telephone of the summer prep sessions that will be run at City Poly so that their cooperation in sending their child can be obtained in this personal telephone call.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- City Poly intends to employ teachers in the NCLB core subjects who are highly qualified, given their certification and content expertise. In 2010-2011, all City Poly ELA, math, science, social studies, and foreign language teachers were highly qualified.

**Service and program coordination**

- Funding for our special education consultant will be provided by our Tortora Sillcox Foundation grant (through the Fund for Public Schools) and by our Early College Smart Scholars grant (through the University of the State of New York).
- Funding for an advisor for the College and Career Writing Center will be provided by our Tortora Sillcox Foundation grant (through the Fund for Public Schools) from October through December, 2011.

**Budget and resources alignment**

- OTPS line X7GC Education software: To purchase a year's site license for Skedula software
- OTPS per-session line GH7PT: Six hours of per-session payments per week for after-school homework help from October, 2011, through mid-June, 2012
- OTPS per-session line GH7XZ: Four hours of per-session payments per week for 28 weeks for an advisor to coordinate the peer tutoring program
- OTPS per-session line GHEXZ: Four hours of training in peer tutoring in September, 2011, for the peer tutoring program advisor
- OTPS per-session line GH7PN: Four hours of per-session payments per week for the advisor in the after-school College and Career Writing Center from January through June, 2012
- High School Departments line GH970: Line to bring in a third special education teacher to implement an ICT model for IEP students

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	27	20	31	20	4	0	9	105
<b>10</b>	0	21	25	21	1	0	8	131
<b>11</b>	0	9	9	9	1	0	0	9
<b>12</b>	0	10	11	0	3	0	0	89

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

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

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Incoming first-year students can access after-school ELA one-to-one tutoring services five days a week; families of students who need to attend these tutoring sessions will be notified by the ELA teacher. Second-year and third-year students can access either after-school one-to-one tutoring or before-school one-to-one tutoring at least two days a week. All students can attend the College and Career Writing Center three days a week after school for individualized help with their writing skills.
<b>Mathematics:</b>	Incoming first-year students can access after-school one-to-one math tutoring services at least two days a week; families of students who need to attend these tutoring sessions will be notified by the math teacher. Second-year and third-year students can access either after-school one-to-one tutoring or before-school one-to-one tutoring at least two days a week. In addition, math teachers will select students in need of further individualized attention to participate in the new peer-tutoring program.
<b>Science:</b>	Incoming first-year students can access after-school one-to-one science tutoring services at least two days a week; families of students who need to attend these tutoring sessions will be notified by the science teacher. Second-year and third-year students can access either after-school one-to-one tutoring or before-school one-to-one tutoring at least two days a week.
<b>Social Studies:</b>	Second-year and third-year students can access either after-school one-to-one tutoring or before-school one-to-one tutoring at least two days a week. (No social studies courses are taught to first-year students.)
<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance services to at-risk students are provided by the guidance counselor five days a week during school through scheduled appointments and on a drop-in basis as needed. These services include both one-to-one and small-group counseling sessions. When necessary, after-school one-to-one counseling is also provided.
<b>At-risk Services Provided by the School Psychologist:</b>	NA

<b>At-risk Services Provided by the Social Worker:</b>	Services to at-risk students are provided by the part-time social worker during school through scheduled appointments and on a drop-in basis as needed. These services include both one-to-one and small-group counseling sessions.
<b>At-risk Health-related Services:</b>	Health-related services to at-risk students are provided through our guidance counselor and through the campus school nurse on a drop-in basis and during scheduled appointments. In addition, we make condoms available, in accordance with DOE guidelines.

## **CITY POLYTECHNIC HIGH SCHOOL PARENT INVOLVEMENT POLICY (PIP)**

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

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

Our school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents, including parents of English Language Learners (ELLs) and students with disabilities. Our school community will conduct an annual review with our parents of the content and effectiveness of this policy in improving the academic quality of our school. The findings of the review will be used to design strategies to meet the needs of parents more effectively and to enhance the school’s programs. This information will be maintained by the school.

To increase and improve parent involvement and school quality, our school will do the following:

- actively involve and engage parents in the planning, review, and evaluation of the effectiveness of the school’s programs, as outlined in the Comprehensive Educational

Plan (CEP), including the implementation of the Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are used to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- encourage meaningful parent participation on the School Leadership Team and in the Parent-Teacher Association;
- maintain a staff liaison between the school and families to provide parent workshops, based on the assessed needs of the parents of children who attend our school; to work to ensure that our school environment is welcoming and inviting to all parents; and to maintain a log of events and activities planned for parents each month;
- conduct parent workshops on a variety of topics, such as grade-level curriculum and assessment expectations, parenting skills, understanding educational accountability, 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, such as the NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1 of each school year to advise parents of their rights;
- schedule additional parent 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 to allow parents to provide suggestions;
- provide written and oral progress reports that are periodically given to parents to keep them informed of their children's progress;
- develop a user-friendly school Web site, designed to keep parents informed about school activities;
- translate all critical school documents and provide interpretation during meetings and events, as needed.

Specifically, we will distribute to our parents each year a series of our own publications, called Parent Checklists of Academic Skills—one per subject. These multi-page checklists give parents the New York State Learning Standards (and the detailed strands, bands, performance indicators, etc.) as well as the new Common Core Standards so that parents can understand exactly what our teachers are teaching during the year. These checklists are designed to help parents focus their attention on student learning—both at home each night and in talking with our teachers at the

parent-teacher conferences.

When our parent workshops focus on college readiness, they will be facilitated by our Early College Liaison, who coordinates our partnership activities with CUNY's New York City College of Technology (City Tech) professors, administrators, and college students. Our Early College Liaison will keep parents informed about the opportunities our students have to take college courses at City Tech and through other CUNY programs.

We will use the School Messenger system to call our parents to remind them of PTA meetings and parent workshops. We will also enlist the help of PTA leaders in calling all parents when we want to reach out to them on a more personal level.

Finally, we will have an open door policy for our parents. They will know that they are welcome at any time to observe a class or come talk to staff.

Each year, we will provide a letter that explains our partnership with parents. Here are some excerpts from that letter:

Dear City Poly Families:

At City Poly, we have high expectations for our students. We know that you, as a family, have high expectations for your child. The way to make sure that our students meet those expectations is for our teachers to work very hard to teach our students every day and for you to work very hard along with us to help your child learn every day. We cannot do it all alone.

We want to involve you in your child's day-to-day education. One way to do that is to make our curriculum an open book so that you can see exactly what your child should be learning.

The New York State Learning Standards and the Common Core Standards are the academic skills that our teachers are responsible for teaching and our students are responsible for learning. They are the basis for our curriculum. They are the basis for what we do in our classrooms every day. They are the basis for the series of parent checklists that we will distribute to you this year. The parent checklists detail the New York State Learning Standards in each subject your child is studying and, where applicable, the Common Core Standards. Knowing the skills your child is supposed to learn will help you talk with your child and with our teachers about how to improve your child's achievement in school.

I am making a promise as the principal at City Poly to —

- Set high expectations for teaching and learning and to see that they are met.
- Know what academic skills have been established by New York State for our students to learn.
- Be available to talk with you about these skills at your convenience.
- Work with our teachers to see that these skills are being taught well.

- Check test results to make sure that our students are learning these skills.

I expect your child's teachers to —

- Teach your child the academic skills established by New York State.
- Use a variety of teaching methods so that every child can learn these skills.
- Spend time before or after school to help your child learn a skill, when necessary.
- Give you suggestions about how to help your child with these skills.
- Keep an up-to-date record of your child's progress in learning these skills.

I expect your child to —

- Work hard in class to learn the academic skills established by New York State.
- Study hard at home each night to learn these skills.
- Let the teacher know when he or she is having difficulty learning a skill.
- Complete all assignments on time and study hard to prepare for tests.
- Come to school on time every day.

I expect you as a parent/guardian to —

- Review the academic skills established by New York State to see what your child must learn and tell your child that these skills are important.
- Help your child, whenever possible, to learn these skills.
- Ask your child every night about which skills were taught that day in school.
- Check your child's progress online regularly through Skedula.
- Come to parent-teacher conferences to discuss your child's progress with our teachers.
- Come to PTA meetings to find out ways to support your child's learning.

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection between the school and families. Staff and parents 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 New York State Learning Standards and Common Core Standards.

## **School Responsibilities**

*Provide high-quality curriculum and instruction consistent with State Standards by:*

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences to discuss each child's achievement;
- convening an Annual Title I Parent Meeting prior to December 1 of each school year to inform all parents of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times;
- 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 to parents 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 existing programs, the 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 school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to communicate effectively 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 observe classroom activities;
- planning activities for parents during the school year.

*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 workshop opportunities;
- sharing and communicating best practices for effective communication, collaboration, and partnering with all members of the school community;
- supporting parental involvement activities, as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

### **Parent/Guardian Responsibilities**

- Monitor my child's attendance and ensure that my child arrives at 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 promptly 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 of the Parent Involvement Policy and this Compact
- Participate in or request training to learn more about teaching and learning strategies
- Take part in the school's Parent-Teacher Association
- Share responsibility for the improved academic achievement of my child.

### **Student Responsibilities**

- Attend school regularly and arrive on time
- Complete my homework and submit all assignments on time
- Follow the school rules and be responsible for my actions
- Show respect for myself, other people, and property
- Try to resolve disagreements or conflicts peacefully
- Always try my best to learn

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Cass Conrad</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>674</b>
School Name <b>City Polytechnic High School</b>			

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

Principal <b>Principal</b>	Assistant Principal <b>-</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Wilkinson Nestor</b>	Guidance Counselor <b>Billie Lunsford</b>
Teacher/Subject Area <b>Nina Granberry/ Math</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Kristen Pizacreta / ELA</b>	Parent Coordinator <b>-</b>
Related Service Provider <b>-</b>	Other <b>-</b>
Network Leader <b>Cass Conrad</b>	Other <b>-</b>

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>338</b>	Total Number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>4.14%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *i*

4aste response to questions 1-6 hereStudents are identified using the Home Language Identification Survey and given an informal and formal assessment to determine their English proficiency and whether or not students must take the LAB-R. Our ESL instructor is responsible for administering the HLIS, informal and formal assessments, the LAB-R, and the NYSESLAT. Parents receive information during several of our parent meetings, parent meeting and letters detailing City Polytechnics Freestanding ESL program. Parents receive continuous feedback in the form of detailed reports of the structure and content of the Freestanding ESL program through letters and Skedula. Currently we do not have enough students and parents have not requested a change.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
(50%:50%)														
Freestanding ESL														
Self-Contained														0
Push-In														0
<b>Total</b>	<b>0</b>													

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	6
SIFE	1	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	12		6							12
<b>Total</b>	<b>12</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

Number of ELLs in a TBE program who are in alternate placement: 12

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7				7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic												3		3
Haitian											1			1

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>12</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here At City Polytechnic ELLs receive instruction in a Free Standing heterogeneous ESL program. ELLs designated as advanced receive 200 minutes of instruction per week. Intermediates receive 490 and Beginners receive 780 minutes a week. We use a collaborative, project based curriculum which focuses on developing student's reading, writing, listening, and speaking skills. Student's conduct author studies and research to acquire background knowledge of the author and the period prior to reading a text. Students consistently write journal entries and express their thoughts in conversations and debates. Vocabulary building that includes student's native language helps to develop reading fluency. Students also create portfolio's from which they must defend their work to classmates and guest evaluators. All students whether they are SIFE or long term ELLs are thought the same content. For instance, in our readings of Frankenstein, Things Fall Apart, and Fahrenheit 451 we use a blend of graphic novels, teacher adapted text, reading aloud, abridge texts and original text, films, and native language text (when available) to make the content comprehensible. We also ensure all materials are scaffolded and follow the same skills required in the ELA classroom but at a more reasonable pace. Students also receive one on one instruction during our extended afterschool tutoring.

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

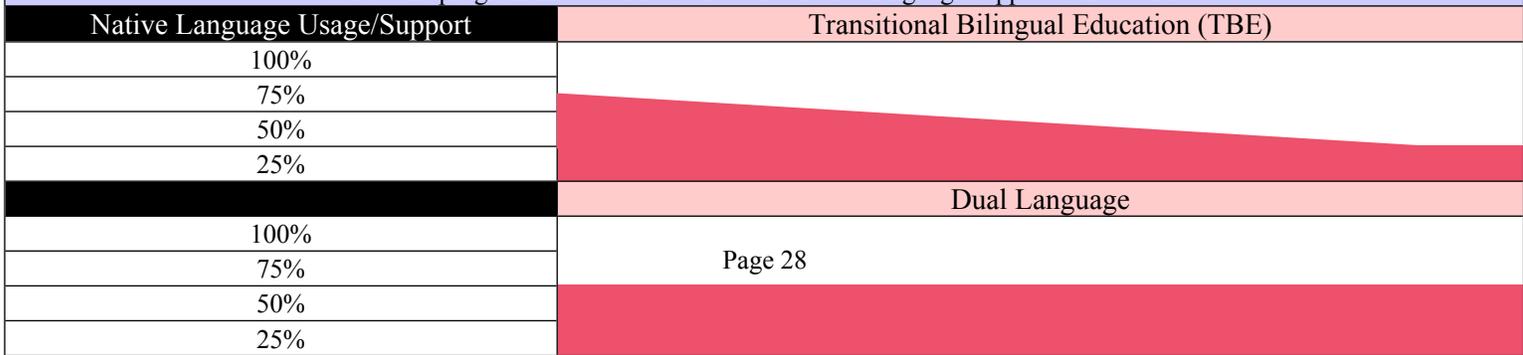
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here In ELA and Math ELLs receive additional one to one instruction in our extended day tutoring programs. Students' ESL curriculum is often linked to what students are learning in ELA, Global, and American Government. ELLs defined as proficient are invited and strongly encouraged to attend the ESL workshop course in the morning in addition to the afterschool tutoring as a means of providing them with extra content support. They also receive testing accommodations in the form of additional time. ELLs have access to desktop computers, laptops, and neo word processing devices in their ESL classroom. Newly enrolled ELLs are partnered with a mentor student for the first few weeks of school, but ELLs are encouraged to participate in the full range of activities open to City Poly students.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Professional Development (PD) is crucial to the growth of our school community. Internal and external PDs are highly valued at City Poly. Teachers are strongly encouraged to participate in external PDs organized by the NYC Department of Education and other vendors. Teachers conduct internal professional development in best practices for colleagues during weekly PD days. City Poly also provides PDs for educators during mandated DOE PD days. Our ESL instructor completed a PD on using primary documents through the Library of Congress from September 2011 through October 2011. Our ESL instructor will attend an ongoing QTEL training from December 2011 through January 2012 on effective scaffolding strategies, to facilitate the linguistic transition of ELLs. This PD will cover modeling, bridging, schema building, contextualization, text representation, and metacognitive development. The ESL teacher will then use our weekly Staff Development sessions to train all content area teachers in best practices from the QTEL PD.

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## E. Parental Involvement

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

Paste response to questions 1-4 here Parents are partners that help to drive our school and extend the City Poly classroom. Beyond the mandated activities we hold over 10 parent information sessions on the structure of the upcoming school year. We also contacted and held trainings for parents of ELLs on how to use our comprehensive online portal (Skedula) to engage students' teachers and to track their children's progress. We notify parents by telephone, student carried letters, direct mail, and our school website on pertinent information. We send information in the home language and in English to parents concerning exam preparation and the dates of upcoming academic activities that will impact their child. Our school's website is another resource we use to communicate updates with the parents/guardians of our current ELLs. The website currently has all of the home languages spoken by our current ELLs. We have also held sessions on the college admissions and finances for parents of ELLs who will take college courses in during the 2011-2012 school year. We evaluate parents needs from their input in individual meetings, correspondence with the ESL teacher, surveys, and during official conferences.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

## NYSESLAT Modality Analysis

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

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

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

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	6		2	
Geometry	4		2	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	5		0	
Physics				
Global History and Geography	4		1	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

Paste response to questions 1-6 here Students speaking and listening scores demonstrate that their oral language is much stronger than their reading and writing skills. Greater emphasis will be placed on developing students' writing and reading skills while continuing to rely on their oral language strengths. Across the grades students writing skills seem to be developing much slower than their speaking and listening skills. As a result, integrating writing and reading across the curriculum in a form of our ESL teacher, content area teachers, and the school

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>City Polytechnic High</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 13k674      **School Name:** City Polytechnic High School

**Cluster:** \_\_\_\_\_      **Network:**

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

**Part A: Needs Assessment Findings**

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

We use Aris to determine which parents have a home language other than English. We survey our incoming ELLs and recently proficient ELLs to determine the number of parents who meet the threshold for but want written and translation services.

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

We found that two parents wanted oral translation services. The school community received information on parents who requested this option during the staff common planning session. A list of parents requesting oral translation services is posted in the students file in the office. Teacher's who speak the language of these parent have offered to translate for these parents when the need arises.

## Part B: Strategies and Activities

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

City Poly will provide written translations to parents who notify City Poly of this need during our initial parent teacher conferences, an office visit, telephone call, or notification through their student. City Poly will provide translated pedagogical and emergency information to parent in a timely manner. We also have a short survey asking parents if they need any translation services. We currently use in-house staff, PTA volunteers, and volunteers from the Arab-American Center for written translation services. We also use a short questionnaire that asking parents if they need any translation services.

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

City Poly will provide oral interpretation services for parents who notify City Poly of this need during our initial parent teacher conferences, an office visit, telephone call, or notification through their student. We also have a short survey asking parents if they need any translation services. We currently use in-house staff, PTA volunteers, and volunteers from the Arab-American Center for oral translation services.

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

City Poly provides interpretation and translation services in the 9 critical languages. We use home language surveys and Aris to determine the home languages of students. We also provide students with a survey requesting they notify the City Poly staff of a parent's need for oral interpretation or written translation. We then use our budget allocation to meet the needs through contacting an outside vendor for languages outside the 9 critical languages or when an urgent need arises.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
  - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: City Polytechnic High School	DBN: 13k674
Cluster Leader: Brian Kaplan	Network Leader: Cass Conrad
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      ✳Other: Push in the Humanities, supplementa ELA skill course, one to one afterschool tutoring.
Total # of ELLs to be served: 12-14 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

### 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: In addition to the extensive ESL support provided to Beginner and Intermediate ELLS we implemented a push in component for Global History, Government, and ELA courses. This is to strengthen students' skills by using periodic assessments and teacher recommendations to make content comprehensible through scaffolded readings, one on one tutoring, and writing practice.

The students receiving services consist of: 5 Advanced 9th grade students, 1 Advanced 11th grader, 3 Intermediate 11th graders, 1 Intermediate 10th grader, 1 Intermediate 9th grader, and 1 Beginner 9th grader. There are also 5 recently proficient ELLs that are eligible for similar services.

There are five 58 minute hour push-in sessions from Monday through Friday. Intermediate ELLs also receive an additional 58 minute block of ELA instruction and one to one tutoring from Monday through Friday.

The language of instruction is in English. All of our ELLs oral English skills are more developed than their writing and reading skills. One ELL does receive supplemental instruction in Haitian-Creole when needed because our ESL teacher is a native Haitian-Creole speaker.

We have 1 certified ESL teacher, 3 certified Social Studies Teachers, and a certified English teacher.

We used a blend of teacher created materials. The ESL teacher uses abridge/adapted versions of texts (Little Women, Othello, Huckleberry Finn, Frankenstein, Things Fall Apart), adapted content area reading comprehension texts (Reading in the Content Area: Social Studies, English, and Cross Curricular Social Studies), Penguin Literature, Prentice Hall U.S. History and Government, and McMillan's Global History, and teacher adapted materials.?????

### 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: Professional Development (PD) is crucial to the growth of our school community. Internal and external PDs are highly valued at City Poly. Teachers are strongly encouraged to participate in external PDs organized by the NYC Department of Education and other vendors. Teachers conduct internal professional development in best practices for colleagues during weekly PD days. City

**Part C: Professional Development**

Poly also provides PDs for educators during mandated DOE PD days. Our ESL instructor completed a PD on using primary documents through the Library of Congress from September 2011 through October 2011. Our ESL instructor will attend an ongoing QTEL training from December 2011 through January 2012 on effective scaffolding strategies, to facilitate the linguistic transition of ELLs. This PD will cover modeling, bridging, schema building, contextualization, text representation, and metacognitive development. The ESL teacher will then use our weekly Staff Development sessions to train all content area teachers in best practices from the QTEL PD.

**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 are partners that help to drive our school and extend the City Poly classroom. Beyond the mandated activities we hold 6 Fall and 6 Spring parent information sessions on the structure (scheduling, expectations, school culture, support services, partnerships...) of the upcoming school year. We also contacted and hold ongoing open houses for parents of ELLs on how to use our comprehensive online portals (Skedula) to engage students' teachers and to track their children's progress. We notify parents by telephone, student carried letters, direct mail, and our school website on pertinent information. We send information in the home language and in English to parents concerning exam preparation and the dates of upcoming academic activities that will impact their child. Our school's website is another resource we use to communicate updates with the parents/guardians of our current ELLs. The website currently has all of the home languages spoken by our current ELLs. We have also held sessions on the college admissions and finances for parents of ELLs who will take college courses in 2012.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		