



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

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

**DBN (i.e. 01M001):** 13K674

**Principal:** YUSUF MUHAMMAD

**Principal Email:** [YMUHAMMAD@SCHOOLS.NYC.GOV](mailto:YMUHAMMAD@SCHOOLS.NYC.GOV)

**Superintendent:** KAREN WATTS

**Network Leader:** ALAN DICHTER

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Yusuf Muhammad	*Principal or Designee	
Douglas Shuman	*UFT Chapter Leader or Designee	
Stephanie Campbell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Lauren Cano Charles Alford	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Steven Coyle	Member/ Elected UFT	
Donna York	Member/ Elected UFT	
Sarah Lilly	Member/ Elected UFT	
Shirley Sanderson	Member/ Parent	
Lisa Peters	Member/ Parent	
Sara Celestin	Member/ Parent	
Iyeshia Wright	Member/ Parent	
	Member/ Parent	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, the number of students who meet the college ready threshold for English Language Arts and Math will increase by 5%.

### Comprehensive Needs Assessment

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

The mission of City Polytechnic High School is to prepare students with the academic knowledge and skills needed to be college ready. In order for our students to meet the full-time admission requirements for CUNY'S College of Technology, they must meet or exceed the ELA and Math proficiency standard on NY State Regents exams. During the 2012-13 school year, 17% of our student met the college ready threshold on the Integrated Algebra Regents and exam. 39% of our student met the college ready threshold on the English Language Arts Regents exam. Increasing the percentage of students who meet the college ready standard will allow more students to enter and complete their associate's degree at our Early College partner, CUNY's College of Technology.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Data Driven Instruction: ELA and Math teachers will develop 5 Common Core aligned interim assessments, and use item analysis, student proficiency, and class proficiency data to measure student learning against unit objectives. ELA and Math teachers will use the data to identify student growth areas, alter instruction, and plan for the next unit of study based on data.
2. Curriculum Mapping: The ELA and Math departments will develop 6 common core aligned unit plans using the Understanding by Design (UbD) template. The unit maps will include content, skills, and vocabulary objectives. They will also include lesson plans, interim assessments, and common core performance tasks.
3. Professional Development: ELA and Math departments will participate in professional development on common core learning standards, the Danielson Framework, data-driven instruction, and curriculum mapping.
4. 3<sup>rd</sup> Year Grade-Level Inquiry Teams: The 3<sup>rd</sup> year Inquiry team will focus on best practices to help students meet proficiency in ELA and Math.

#### B. Key personnel and other resources used to implement each strategy/activity

1. ELA team, Math team, Assistant Principal of Math
2. Curriculum Mapping Committee, Rubicon Atlas Curriculum Mapping system
3. Administrative team, teacher leaders, Network support
4. Grade-level team, Inquiry cycle

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The ELA and Math departments will analyze interim assessment results after each assessment. ELA and Math teachers will complete an Interim Assessment Analysis and Instructional Plan document after each interim assessment.
2. The curriculum mapping committee will conduct an analysis of the unit plans in six-week cycles, and measure the common core aligned objectives against interim assessment results to monitor effectiveness.
3. Professional Development reflection/feedback documents will be used to measure effectiveness. Informal and formal observations will also be used to measure impact.
4. Interim Assessment results will be analyzed to measure effectiveness.

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

1. A minimum of 5 times a year between September 2013 and June 2014.
2. Six times a year from September 2013 to June 2014.
3. Once per month from September 2013 to June 2014.
4. 5 times a year from December 2013 to June 2014.

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

1. ELA and Math teachers will meet in content teams during content team meetings twice a month for 10 months.
2. Curriculum Mapping team will meet on a monthly basis between December 2013 and June 2013 for 2 hours at the per-session rate.
3. Professional development will take place every month for one hour from September 2013 to June 2014.

4. 3<sup>rd</sup> year grade-level team will meet twice per month during professional prep periods from September 2013 to June 2014.

**Strategies to Increase Parental Involvement**

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

- Monthly professional development for parents
- Parent newsletter every 6 weeks
- Parent training on utilizing online grading system
- Regularly scheduled parent meetings
- Web site with school interim assessment calendar and access to ELA and Math resources

**Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

There will be a 5% increase in the percentage of students in our lowest 3<sup>rd</sup> who earn 10 or more credits during the 2013-2014 school year.

**Comprehensive Needs Assessment**

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

We are a school that is focused on helping our students graduate in three years. Students who complete their high school requirements in three years have an opportunity to begin coursework at the CUNY College of Technology, our partner college. Last year, 76% of our students in the lowest 3<sup>rd</sup> earned 10 or more credits. 88% of our remaining students earned 10 or more credits. Increasing the percentage of students in our lowest 3<sup>rd</sup> who earn 10 or more credits offer our most academically challenged students the opportunity to graduate in 3 years.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. All teachers will participate on inquiry teams that will develop, plan, and implement strategies that will support the academic needs of our students in the lowest 3<sup>rd</sup>.
2. After-school and Saturday Academy tutoring sessions.
3. Develop academic improvement action plans for students in the lowest 3<sup>rd</sup>.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Grade-level teachers
2. Teachers
3. Administration, Guidance Counselor

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Grade-level inquiry teams will analyze quantitative and qualitative student data a minimum of three times during the school year.
2. School administration will monitor interim assessment scores, progress reports, anecdotes, and report cards for students in the lowest 3<sup>rd</sup> who attend after-school tutoring and/or Saturday Academy.
3. Monitor evidence of student progress against action plans.

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

1. A minimum of 3 times a year between October 2013 and June 2014.
2. Twice a week after school from September 2013 to June 2014.
3. Every six weeks from September 2013 to June 2014.

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

1. Grade level inquiry teams that will meet twice month during common planning period.
2. After school tutoring will take place twice a week for 1.5 hours at the per session rate. Saturday Academy tutoring will take place for 3 hours, every Saturday, at the per session rate.

**Strategies to Increase Parental Involvement**

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

- Monthly professional development for parents
- Parent newsletter every 6 weeks
- Parent training on utilizing online grading system
- Regularly scheduled parent meetings

**Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, our attendance rate will increase by 5%.

**Comprehensive Needs Assessment**

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

During the 2012-2013 school year, 86% of our students attended school daily. Increasing our attendance rate will help ensure that our students receive the academic support needed to meet learning objectives and graduate in our three year span.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Attendance team will monitor student attendance rate on a weekley basis and communicate with families of students below a 90% threshold.
2. School community will celebrate students with perfect attendance recorda on a monthly basis.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Attendace team: Principal, Assistant Principal, Parent Coordinator, Social Worker, Guidance Counselor, Attendance Teacher
2. School Culture Team

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The attendance team will analyze the attendance rate twice a month to evaluate the success of school initiatives to improve attendance.
2. The school culture team will gather data on attendance rate for each month to monitor targeted goals.

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

1. A minimum of 20 times a year from September 2013 to June 2014.
2. Once a month from September 2013 to June 2014

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

1. Attendance team meet twice per month for 10 months.
2. Perfect attendance celebrations will take place once per month.

**Strategies to Increase Parental Involvement**

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

- Monthly professional development for parents
- Parent newsletter every 6 weeks
- Parent training on utilizing online grading system to track attendance
- Regular communication with via robocalls and letters sent home
- Regularly scheduled parent meetings

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Tutoring	Small group and large group tutoring	After school, Saturday school
<b>Mathematics</b>	Tutoring	Small group and large group tutoring	After school, Saturday school
<b>Science</b>	Tutoring	Small group and large group tutoring	After school, Saturday school
<b>Social Studies</b>	Tutoring	Small group and large group tutoring	After school, Saturday school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling sessions	One-to-one counseling	During school hours

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teacher leaders participate in ongoing professional development within and outside of the school on the Common Core Learning Standards, Danielson Framework, Curriculum Mapping, and Integrated Co-Teaching. Teachers also facilitate department meetings and inquiry cycles. Every month, teacher leaders meet with the school administration to hold leadership team meetings.
New and untenured teachers are supported through state-mandated mentoring and professional development. Veteran teachers are offered leadership opportunities.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• All teachers receive training on how to develop unit plans and curriculum maps aligned to the Common Core State Standards. Unit plans include specific standards and contents, skills, and vocabulary objectives. They also include common core tasks and common core aligned interim assessments. Interim assessments are measured to determine student learning.</li> <li>• Professional development on the data-driven cycle supports the analysis of interim assessment data, and action planning to meet common core aligned learning objectives.</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, State, and/or local funds are used to provide support materials and resources to implement school-wide goals. Funds are also used to support Citywide Instructional Expectations, professional development, and student academic enrichment.

**SWP Schools Only**

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

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers develop common core aligned assessments in content teams in Stage 2 of the Understanding by Design (UbD) unit plan. All teachers receive professional development on the Data-Driven Instruction cycle, which include protocols on analyzing student proficiency, class proficiency, and item analysis results. This analysis is used to measure student learning and the impact of teacher practice.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

## Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

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

Principal <b>Yusuf Muhammad</b>	Assistant Principal <b>Velma Saunders</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Akilah Clarke</b>	Guidance Counselor <b>Billie Lunsford</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Tara Imperato</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>451</b>	Total number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>2.88%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										5	3	0	5	13
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	3	0	5	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	6
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	5

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	0	0	4	0	3	5	1	3	13
Total	4	0	0	4	0	3	5	1	3	13
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	1	0	2	6
Chinese											1			1
Russian														0
Bengali														0
Urdu														0
Arabic										1	0	0	2	3
Haitian										1	0	0	1	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										0	1			1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	5	3	0	5	13

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)											1		2	3
Advanced (A)										4	2	0	3	9
Total	0	0	0	0	0	0	0	0	0	5	3	0	5	13

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B												0	
	I												0	1
	A										2	1	0	2
	P										2	1	0	2
READING/ WRITING	B										1		0	
	I										2	1	0	4
	A										1	1	0	1
	P												0	1

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

NYS Math									
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 (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		0	
Integrated Algebra	4		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	2		0	
Earth Science				
Living Environment	4		0	
Physics				
Global History and Geography	2		0	
US History and Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

The ESL teacher performs running records on the Intermediate ELLs to see if their reading levels are at grade level. All of the Intermediate ELLs are reading below grade level. This is primarily due to disabilities per their respective IEPs, and not so much because of the presence of an L1.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
A majority of our English Language Learners have native or near-native English speaking ability. Most of our ELL students were born here in the U.S. and lived here all of their lives. Writing and Reading continues to be the modalities where our ELLs struggle the most. This year, one student was eligible to receive the LAB-R. His score indicated that he did not qualify for ESL services.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The ESL program is mainly geared toward improving Reading and Writing, since these are the weakest areas for our students. At the same time, it is recognized that Listening and Speaking are pathways to improved Reading and Writing, so they are not neglected. Rather, the ESL teacher uses Listening and Speaking as a scaffold to more accurate expression in Writing and deeper comprehension in Reading. The data this year revealed that City Poly met AMAOs #1. We reached 71% of improvement in English as measured by the NYSESLAT, surpassing the target of 65.3%. The 4 students who did not improve are ELL-SWD students.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The program is a Free-Standing ESL program. Native language is used primarily between students to provide peer support at various times in classes. Where applicable, ties between English and the native language are made by the ESL teacher. Content area glossaries from the DOE are made available to students who are actually literate in their native languages. ELLs are also encouraged to make individual word banks or dictionaries, for specific content area material. State regents exams are also offered to our ELL students. ELL Periodic Assessments illustrate student growth throughout the year, outside of the NYSESLAT.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We are a high school.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Second language development is the primary purpose and objective of the Free-standing ESL program, and all activities, tasks and assignments are geared toward reaching this goal. The ESL teacher also works with content area teachers who have ELLs to infuse second language development into their lessons.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

We do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
In the classroom, the success of our program is measured on a daily basis via formative assessments. Summative assessments are also given at the midpoint and the end of each trimester. Success for ELLs is also measured by progress on the NYSESLAT as determined by the AMAOs. This year, City Poly met AMAO #1, with 71% improvement, which surpasses the target of 65.3%. In terms of AMAO #2, several students achieved proficiency in some of the modalities and one student achieved proficiency in all modalities. AYP in Math and English is viewed for measuring AMAO #3. Several SWD-ELLs retook regents in Math and English without success. One ELL, who does not have a disability did pass his Math regents. As we are an Early College school, success is also measured by the number of ELLs completing requirements for graduation and succeeding at college. Two of our students who have gone on to our cooperating college have either gained proficiency required by the college or moved up one level on the

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

As we are a high school, most of our ELLs have already been identified as ELLs by the time they reach our school. Occasionally we receive a student who is new to the NYC Public School System and we work together quickly to discover their language needs. Parents of students who are new to the Department of Education receive a Home Language Identification Survey (HLIS). Through this form, the ESL teacher determines if the student is eligible to receive the LAB-R. The ESL teacher is certified in ESL K-12 and manages the process of identifying, screening, administering the LAB-R and the follow-up with parents.

If the student is eligible for the LAB-R, the ESL teacher administers the LAB-R. If the LAB-R determines that the child is indeed an ELL, the ESL teacher sends a letter to the parent to set up a Parent Orientation. This letter is followed up with a phone call, using DOE Translation Services if necessary. If the student is not an ELL according to the results of the LAB-R, the ESL Teacher sends a "non-entitlement letter" to the parents letting them know that the student is not eligible for ESL services. However, the ESL teacher still monitors these students through check-ins with other teachers as well as direct contact, because sometimes they still need extra language support.

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.

Within a week of the LAB-R, the ESL teacher holds a Parent Orientation for the parents/guardians of the new ELL. The time and date are arranged via letter and phone. The Parent Survey is sent home with the initial New Entitlement letter, in the home language of the parent if available, so that the parent has a chance to review the form before the Orientation. During the Orientation, the parent watches the video provided by the Office of ELLs which explains the three programs in detail. The ESL teacher shows the video in the home language if the language is available. The ESL teacher then describes each program again, as the parent is completing side 2 of the Parent Survey. If needed, an interpreter from DOE Translation Services is on speaker phone, helping with this process. The parent has a chance to ask any questions before completing the Parent Survey.

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

Continued Entitlement letters are given to the students with the ESL Course Outline during the first week of school. These letters are in English and in the native language of the students. The students then give the letters to their parents. The parents then sign a form which states that they have read the letters and understand that their child will continue to receive ESL services. The students then bring this form newly entitled students receive the New Entitlement letter as described in questions #1 and 2. The Parent Survey is collected at the end of the Orientation. Students who achieve Proficient on the NYSESLAT are given a No Longer Entitled letter. Copies of all letters are kept in the ESL Binder, kept by the ESL teacher in a secured file cabinet. New Entitlement Letters, the Parent Survey forms, and No Longer Entitled letters are also kept in the actual student files.

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.

During the Parent Orientation, the parent watched the video supplied by the DOE Office of ELLs which describes the 3 instructional programs in detail. The ESL teacher then describes the programs, using an interpreter from DOE Translation Services if necessary. The parent then indicates his or her program preference on page 2 of the Parent Survey and Program

Selection form. In our school's history we have only had one new ELL, and his parent wanted a Free-standing ESL program. Parent Survey and Program Selection forms are kept in the student file (original) and the ESL binder (copy). Copies of continued entitlement letters, which indicate the program which an ELL is already in, are also kept in the ESL binder. The ESL binder is stored in a secured file cabinet by the ESL teacher.

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

The ESL teacher pulls the RLAT report from ATS to determine which students are eligible to take the NYSESLAT. A month before the NYSESLAT, the ESL teacher informs the ELLs verbally of the upcoming schedule for each modality. Two weeks before the start of the Speaking portion, the ESL teacher sends home a letter for parents to note the dates; this letter is signed and returned. The students' other teachers also receive letters so that they are aware of the upcoming dates. The Speaking test is administered on an individual basis by the ESL teacher. The tests are recorded and shown later to another teacher, who has been trained using the NYSESLAT turnkey training materials, for grading. The Listening, Reading and Writing sections of the NYSESLAT are given on separate days. The ESL Teacher gives the Writing section to two other teachers to grade.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  As stated above, we have only had one new ELL, and our program model (Freestanding ESL) is aligned with this parent's wishes.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 

At City Poly ELLs receive instruction in a Freestanding ESL program in which native language use is encouraged at the same time. Instruction focuses on developing student reading, writing, listening and reading skills. ESL classes are integrated into the schedules of ELLs on a daily basis so that they receive the mandated minutes each week. One ESL class is a heterogenous group of mixed-level students and the other class is made up of Intermediates and one Beginner. There is also a third grouping for the one Beginner student.
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)?
 

Advanced ELLs are programmed to receive 180 minutes of ESL instruction per week. Our Intermediate ELLs receive 450 minutes per week, and our Beginner student receives 550 minutes per week. All instruction is with the ESL teacher.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

Our model for our 13 ELLs is a Freestanding ESL program. Content is delivered in content classes throughout the school. When appropriate and mandated by the IEP, a Special Education teacher also works with the ELL (see question #7) in his or her content class. Content area teachers collaborate with the ESL teacher often to determine the most effective ways to support ELLs in their classes. Strategies include visual support, word banks, peer mentoring/ buddying, and content glossaries in the home language. Content is also delivered in the ESL class as appropriate, when there is an opportunity to focus on content vocabulary and writing skills.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

As we do not have a bilingual or dual language program, ELLs are not evaluated in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

The ESL teacher uses various instructional models, including the SIOP model, to target all four modalities in each lesson. The ESL teacher gives a midterm and final every trimester to assess reading and writing modalities. These modalities are also assessed throughout each trimester via projects and various in-class reading and writing assignments. Students are able to show progress in listening skills through listening exercises, responding to video and discussions. Student speaking skills are evaluated informally when they lead class discussions or activities, and formally when they give graded oral presentations. The NYSESLAT assesses all four modalities once a year.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

In our Freestanding ESL program, we evaluate the literacy levels and general school-readiness of SIFE students. We work to understand each individual situation more clearly through parent meetings and conversations with the student. Newcomers receive extra support through vocabulary-building that includes the home language, extra tutoring and peer mentoring. All ELLs receive the same content whether they are relatively new or Long-Term ELLs. Instruction is differentiated by providing multiple access points to the same content for different students. This includes providing prompts, definitions, scribing, glossaries, reading in pairs, reading aloud, teacher-adapted texts and video to make the content comprehensible to all. Differentiation is made according to the disabilities as well as language level. Most of our Long-Term ELLs and ELLs receiving service 4-6 years have disabilities, and differentiation is made according to the disabilities on the IEP; this includes use of NEO word processing devices, scribing and extended time on tasks and assessments. Former ELLs stay in contact with the ESL teacher via informal classroom visits and check-in emails. Former ELLs who have tested out within the last two years receive extended time (time and a half) on state exams.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

content areas and accelerate English language development?

The ESL teacher, Special Education teachers, and general education content teachers collaborate to create the best supports for ELL-SWDs in our school. This includes adapted texts, graphic organizers, and other literacy-building tools that allow the most English language development possible.

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

We use differentiation, guided notes, scaffolding of material to support ELL-SWDs in meeting their IEP goals. Collaboration between Special Education teacher, general education teachers and the ESL teacher create an effective network for our students.

### 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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Students' ESL curriculum is linked to what students are learning in ELA, Global and American Government, intended to support their capacity in the content area classes. Students are able to participate in Saturday Schools, which focuses on Math, ELA, Social Studies and Science content areas. The school is also making RazKids available to target specific gaps in reading skills. Several of the ELLs take advantage of the afterschool tutoring offered by the ESL teacher as well as content area teachers. Also, ELLs are given their testing accommodations in the form of time and a half for state exams.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program has resulted in ELLs moving up levels on the NYSESLAT, and success on the regents for many of our ELLs. While in this report it appears that our ELLs are not passing the Regents exams they take, the reality is that the students who are achieving Proficiency on the NYSESLAT are also doing well on their Regents exams. However, these students are not recorded on this report. Also, in classes, while some students are still shy, many are participating fully in larger content area class discussions and activities. Teachers are given a list of current and former ELLs by the ESL teacher, so they are aware of students for whom language might be an issue.

11. What new programs or improvements will be considered for the upcoming school year?

One idea that is being considered is working with global education programs such as Global Nomads and Global Kids to help build awareness in our ELLs of the connections between history, current events and intercultural communication.

12. What programs/services for ELLs will be discontinued and why?

No programs or service for ELLs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

City Poly offers many school programs after school as well as special opportunities during the school day. These include: Chess Club, Robotics Team, Running Club, Band, Tutoring, Saturday School, Summer Bridges Program, Science Night, Spirit Days, Field Trips to various architecture and engineering sites, Outward Bound Field Trips, and Spanish Geniuses Field Trips. ELLs are invited to these programs through written announcements as well as announcements made over the loudspeaker during the school day. At times, phone calls are made to parents to encourage participation. Many of our ELLs do participate in the field trips specific to their year (Freshman Field Trip, etc.), and the trips led by the ESL teacher. All but two participated in the Outward Bound trips. Field trips are during the day so participation is easier. ELLs have a schedule which allows them to participate fully in the activities offered at City Poly. However, afterschool activities pose a challenge since our long school day ends after 4pm and some of our ELLs live over an hour away from the school. Fortunately, a trend we are seeing is some of our former ELLs joining afterschool clubs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our ELLs have access to desktops, laptops and NEO word processing devices in their ESL classroom. ELLs also have dictionaries and a mini-library to build their reading comprehension skills. This year, the school will invest in RazKids, a leveled reading program, to offer individualized reading skill-building for ELLs that can be done at home and in school. This program is geared toward our ELLs who are reading at level P and below. Content area teachers use best practices to reach students of varying learning styles and needs; this includes review sheets, graphic representations of material, vocabulary lists, class websites and hands-on learning, all of which help both our newcomers, long-term ELLs, and ELLs receiving 4-6 years of service. Also in content classes, students who are literate in their native language are provided with content glossaries. Students are also helped to make flashcards for specific content vocabulary. SWD ELLs who have handwriting/ writing-related disabilities can take a NEO word processing device with them to all of their classes; their work is then printed out.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In our Freestanding ESL program, students are encouraged to use their native language to remember new vocabulary, create their own glossaries, consult content glossaries and discuss ideas with a same-language peer, if available.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All of our ELLs range from age 14-17, and all of these services are geared toward this age group.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All new students may participate in the Summer Bridge Program, a special summer program where they actually make model bridges and get experience doing the kind of tasks they will be asked to do in an Architecture and Engineering school.

18. What language electives are offered to ELLs?

City Poly offers Spanish language classes. Differentiated assignments, including novels and news articles, are provided to our native Spanish speakers in the classes.

19. For schools with dual language programs:

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

We do not have a dual language program.

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The principal encourages teachers to attend external PDs organized by the NYC Department of Education and other vendors. The ESL teacher attended the New York State Association of Foreign Language Teachers (NYSAFALT) conference on October 26, which amounted to 6 hours of professional development on language learning and teaching. The ESL teacher also attends other PDs focused on ELLs, including a PD on December 12th, and will attend an ELL PD on January 10th. The ESL teacher will also lead a discussion on curriculum development for high school at a PD on January 23rd. The ESL teacher will also attend the annual ESL PD offered by the Office of ELLs in the Spring once the date is announced. PDs for content area staff are incorporated into our Faculty PDs, scheduled on October 7th, December 9th, January 6th, February 3rd, March 3rd, April 7th, May 5th, and June 2nd.

2. Sessions and materials on language learning and the Common Core Learning Standards were available at the NYSAFALT conference on October 26th, which the ESL teacher attended. During the Staff Development days before school began in September, as well as on Election Day, sessions at the school included how to align instructional goals and plans with the Common Core Learning Standards. The entire school is currently working on a process of mapping each of our curricula so that we can see how each other's work aligns with the Common Core Learning Standards. These PDs help staff to create objectives aligned to the Common Core Learning Standards that meet the varied needs of our ELLs (and all students) through differentiated tasks, texts and instruction.

3. The administration of the school encourages staff to work together to provide a smooth transition into high school, as well as into college (we are an Early College school). The ESL teacher works with the guidance counselor and SPED case managers when appropriate to ensure that first year ELLs are getting the support they need in their new high school classes. The ESL teacher also continues to work with ELLs who have transitioned to college under the Early College program. The guidance counselor attends numerous PDs covering topics such as child abuse, temporary housing, cyber-bullying, and crisis-response training, to help build her capacity to work with the multiple situations and issues our students face on a daily basis as they transition to a new school.

4. Because of our small population of ELLs, it is most effective for the ESL teacher to work with content area teachers about specific, individual students. The ESL teacher reviews the progress of ELLs in their content area classes, and works with individual content area teachers to develop accommodations and scaffolds in the content class and corresponding supports and review tasks in the ESL class. When the ESL teacher is able to attend a PD such as the QTEL training, she will share this training with the staff as a whole group. Record of this will be in the form of minutes.

## D. Parental Involvement

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

Parents are partners that help to drive our school and extend the City Poly classroom. All parents are invited to participate in events such as Science Night and Game Day, and many of our parents participate in these activities. Beyond the mandated activities we hold several parent information sessions on the structure of the upcoming school year. We also hold in-person training sessions for parents to teach them 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 of pertinent information. For ELL parents specifically, we send information home 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 to parents/ guardians of our ELLs. The website currently has almost all of the home languages spoken by our current ELLs (the exception is Fulani). Finally, we will have monthly Parent Workshops focused on how parents can best support student academic and social development.

As stated above, our school's website is another resource we use to communicate updates to parents/ guardians of our ELLs. The website currently has almost all of the home languages spoken by our current ELLs (the exception is Fulani). The ESL teacher also uses the DOE Office of Translation and Interpretation to have conversations with ELL parents over the phone or in-person when needed. The Business Manager, who is fluent in Spanish, also provides in-person translation services at times when a Spanish-speaking parent (ELL or non-ELL) visits.

We evaluate parent needs from their input in individual meetings, correspondence with the ESL teacher, surveys, and during official conferences. By facilitating the Parent-Teacher Association monthly meeting, the Parent Coordinator is able to keep abreast of parent questions, issues and concerns. As she fosters a good relationship with parents, she helps them to become an integral part of our school community.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: City Polytechnic HS****School DBN:****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yusuf Muhammad	Principal		1/3/14
Velma Saunders	Assistant Principal		1/3/14
Tara Imperato	Parent Coordinator		1/3/14
Akilah Clarke	ESL Teacher		1/3/14
Stephanie Slann - Campbell	Parent		1/3/14
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Bullieanette Lunsford	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: K674 School Name: City Polytechnic High School

Cluster: 05 Network: 521

**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 ATS 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 would like 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 four parents, all Spanish-speaking, prefer written and verbal communication in a language other than English. The Parent Coordinator communicates this information to the school community. A list of parents requesting oral translation services is made available for this purpose. Teachers and staff who speak the languages of other parents have offered to translate for these parents if 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 is able to provide translated pedagogical and emergency information to parents in a timely manner. We also have a short survey asking parents if they need any translation services. We currently use in-house staff and PTA volunteers for these services. Students are offered bilingual content area glossaries if they are available in their home language, and are provided with Regents exams in their home language if they are literate in their home language.

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 and PTA volunteers for these services. The School Business Manager provides verbal translation when Spanish-speaking parents come into our school. Parents may also call her for an explanation of any letters sent home.

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 ATS 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.