

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

13K674

School Name:

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

Principal:

YUSUF MUHAMMAD

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 13K674
School Type: High School Grades Served: 9 - 13
School Address: 105 Tech Place, Brooklyn, NY 11201
Phone Number: 718-875-1473 Fax: 718-875-1947
School Contact Person: Maria Peralta Email Address: mperalt@schools.nyc.gov
Principal: Yusuf Muhammad
UFT Chapter Leader: Nathan Grondin
Parents' Association President: Stephanie Slann-Campbell
SLT Chairperson: Tara Imperato
Student Representative(s): Charles Alford, Timothy Hunter

District Information

District: 13 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Cluster and Network Information

Cluster Number: Cluster 5 (CUNY) Cluster Leader: Debra Maldonado
Network Number: 521 Network Leader: Alan Dichter

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yusuf Muhammad	*Principal or Designee	
Nathan Grondin	*UFT Chapter Leader or Designee	
Stephanie Slann-Campbell	*PA/PTA President or Designated Co-President	
Tara Imperato	DC 37 Representative, if applicable	
Charles Alford Timothy Hunter Rodesha Stroy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Mucha	Member/ Teacher	
Erik Nicholson	Member/ Teacher	
Daphney Phillips	Member/ Parent	
Hafsha Attaway	Member/ Parent	
Meaghan Jordan	Member/ Parent	
Latoya Meaders	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

City Polytechnic High School of Engineering, Architecture, and Technology is a limited unscreened 9-13 Early College and Career and Technical Education high school. Our students have the opportunity to graduate with a CTE endorsed diploma and an Associate's Degree in 5 years. Our partnerships include CUNY's College of Technology, the National Academy Foundation, and the Early College Initiative (ECI). We also have several industry partnerships and an advisory board. At City Polytechnic High School, our mission is to develop a community where each member accepts the responsibility for the learning, academic achievement, and social and cultural development of all students. We will meet this mission by building our capacity to work collaboratively as a professional learning community.

At City Polytechnic High School, we provide numerous opportunities for our students to participate in internships and job shadowing opportunities. We were named a 2014 "distinguished" academy by the National Academy Foundation for exhibiting exceptional fidelity to an educational model that prepares students for success in college and careers.

In order for our students to participate in our Early College program, they must meet proficiency standards on the English Language Arts and a Mathematics Regents examination. This is a challenge for our school community, which support students who traditionally struggle in high school. Our school is centered on providing the academic and social support necessary to help our students meet proficiency targets and enter college prepared to succeed.

The area in which we made the most growth in is student suspensions, which decreased by 82% from the previous year. The key areas of focus for this school year are student engagement in the classrooms and improving proficiency rates in English Language Arts and Mathematics.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013-2014 NYC Department of Education’s School Quality Guide data, 24% of students who took the Integrated Algebra Regents examination achieved the college readiness score of 80 and above. 57% of students who took the Comprehensive English Language Arts Regents examination achieved the college readiness a score of 75 and above. In an effort to increase the number of students eligible to participate in our early college program, all English Language Arts and Integrated Algebra teachers will align their Understanding by Design (UbD) unit maps and interim assessments to the Common Core Learning Standards.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the proficiency rate on the Comprehensive English Language Arts and Integrated Algebra regents exam will increase by 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • School administration will analyze the item analysis from the June 2014 ELA and Integrated Algebra Regents examinations. • School administration will turn key the data to department leaders. • ELA and Math departments will modify their instruction and afterschool enrichment activities based on item analysis data. • ELA and Math department will create 6 Common Core 	All Students	September – June	<ul style="list-style-type: none"> • Administration • Department Leaders • ELA and Math Teachers

aligned unit plans, 5 common core aligned interim assessments, and 1 common core aligned summative assessment.			
<ul style="list-style-type: none"> For each interim assessment, ELA and Math teachers will analyze the item analysis, class proficiency, and student proficiency rates. Each ELA and Math teacher will reflect on their interim assessment data and complete an interim assessment data analysis and instructional plan form. 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- NYS ELA and Integrated Algebra Item Analysis Report
- Rubicon Atlas – Understanding by Design online program
- Interim Assessment Scanning Hardware and Software
- Professional Development Schedule
- Common Planning Schedule
- Academic Enrichment Tutors

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

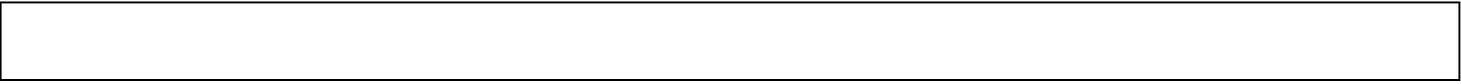
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

City Polytechnic High School will implement interim assessments in December, January, March, and May. The school administration and teachers will analyze interim assessment data to determine if learning outcomes are being met and adjust instructional strategies if outcomes are not being met.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As per the suspension data from the Office of School Youth and Development, City Polytechnic High School had 96 suspensions recorded for the 2013-2014 school year. Although in the past two years City Polytechnic High School reduced the amount of suspensions, last year, 38% of incidents occurred in the classroom.

In addition, as per the NYC Learning Environment Survey 82% of students agree that there is an adult they trust and can go to for help with a problem. In alignment with the Citywide Instructional Expectations, City Polytechnic High School will improve school culture to further promote a supportive social and emotional learning environment by developing systems and structures that will reduce student suspensions.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, City Polytechnic High School will reduce suspensions by 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Implement an Advisory Program for First-Year Students • Create a School and Campus-Wide Student Government Association • Provide Teambuilding and Student Leadership Training • Establish a School Culture Team 	<ul style="list-style-type: none"> • First-Year Students • Student Leaders • Teacher Leaders 	September – June	<ul style="list-style-type: none"> • Advisory Team • Administration • Community Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Funding for teambuilding and leadership retreat
- Advisory Training Resources
- Professional Development Scheduled Time
- Advisory Schedule

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Analyze school suspension data in January, 2015

Part 6b. Complete in February 2015.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the 2013-2014 NYC Department of Education’s School Quality Guide, 74% of students in our lowest 3rd are accumulating 10 credits or more. In alignment with the Citywide Instructional expectations, City Polytechnic High School’s Content and Grade Level Teams will engage in collaborative work and professional development to improve classroom instruction, which promotes positive outcomes for our lowest third students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all City Polytechnic High School teachers will engage in collaborative department and grade level teams aligned to the school’s focus of engaging all students and increasing credit accumulation for students in our lowest 3rd by 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Analyze performance data on students in our lowest 3rd • Develop Content Team and Grade-Level Teams • Implement Inquiry Project to support students in our lowest 3rd • Analyze Interim Assessment results to adjust support for students in our lowest 3rd • Review report card performance data after each semester and trimester to plan support for students in our lowest 3rd 	Students in our lowest 3 rd	September – June	All Faculty Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Student performance data: interim assessments, report cards, credit accumulation
- Scheduled time for content teams and grade-level teams to plan
- Incentives to celebrate student achievement: Award Ceremony, Trips, etc.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

- Analyze credit accumulation at end of each marking period and trimester

Part 6b. Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the data from Advanced, 92% of teachers at City Polytechnic High School were rated Effective in the Measure of Teacher Practice. In addition, 8% were rated Developing and 0% were rated Highly Effective. In alignment with the Citywide Instructional Expectations and in order to ensure quality instruction for students, City Polytechnic High School will collaborate with the professional development committee and individual teachers to ensure all teachers receive differentiated professional development that is aligned with their needs as reflected in their observations and needs of their students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By September 2015, 5% of teachers at City Polytechnic High School will move from Effective to Highly Effective as evidenced by the Measure of Teacher Practice rating.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • School Wide Instructional Focus on Student Engagement • Differentiated Professional Development • School Wide Professional Development • Observation and Feedback Cycle 	All Teachers	September – June	Administration Teacher Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Funding for professional development
- Schedule adjustments to provide professional development
- Resources to facilitate inter-visitations
- Funding to support leadership team training and planning

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

- The school administration will review MOTP teacher data on a weekly basis during cabinet meetings.
- February 1, 2015 will serve as a mid-point to monitor progress.

Part 6b. Complete in **February 2015**.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the 2013-2014 School Survey Report, 30% of parents participated in the Learning Environment Survey. This year, we created a Parent Engagement team, led by our parent coordinator. The parent engagement team will collaborate to support parent participation in the school. In addition, City Polytechnic High School created a student government for both the school and campus in order to ensure that students have a voice and representation on decisions that affect school policies and culture. In order to further City Polytechnic High School’s relationship with parents and community organizations, as well as in alignment with the Citywide Instructional Expectations, City Polytechnic High School will development and implement a school-wide parent engagement plan and establish relationships with a minimum of 2 community based organizations during the 2014-2015 academic school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, City Polytechnic High School will have developed and implemented a school-wide parent engagement plan. In addition, City Polytechnic High School will have established a partnership with at least 2 community-based organizations that support the social, emotional and academic learning needs of our students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			

<ul style="list-style-type: none"> Professional Development on successful parent engagement strategies Implement Scholar's Hoop program to support student athletic, social-emotional, and academic learning needs Parent Engagement Team will development bi-monthly newsletter Implement Hip Hop 4 Life Young Women's Empowerment Group Community Coordinator will engage parents to increase participation on Learning Environment Survey 	<ul style="list-style-type: none"> Parents Students Community Partners 	September - June	<ul style="list-style-type: none"> Administration Parent Engagement Team Community Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Funding for Community Based Organizations
- Scheduled time for parent engagement team
- Resources to develop parent newsletter
- Resources for parent outreach

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- By midpoint of the year, the parent engagement team will implement 50% of the parent engagement plan

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELA Regents Proficiency Data, Report Card Grades, Interim Assessment Data	After School Academic Enrichment, Homework Open Lab, Peer Tutoring	Small Group, One-to-One Peer Tutoring, Large Group Tutoring	After School, Lunch Time
Mathematics	Math Regents Proficiency Data, Report Card Grades, Interim Assessment Data	After School Academic Enrichment, Homework Open Lab, Peer Tutoring	Small Group, One-to-One Peer Tutoring, Large Group Tutoring	After School, Lunch Time
Science	Science Regents Data, Report Card Grades, Interim Assessment Data	After School Academic Enrichment, Homework Open Lab, Peer Tutoring	Small Group, One-to-One Peer Tutoring, Large Group Tutoring	After School, Lunch Time
Social Studies	Social Studies Regents Data, Report Card Grades, Interim Assessment Data	After School Academic Enrichment, Homework Open Lab, Peer Tutoring	Small Group, One-to-One Peer Tutoring, Large Group Tutoring	After School, Lunch Time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor, Social Worker, and Dean Referrals	Counseling, Scholars Hoop Program, Mentoring	Small Group Counseling, One-to-One Counseling	After School, Lunch Time, Before School

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our partnership with York College makes York Early College Academy a popular site for aspiring teachers. Instructors at YECA work collaboratively with staff and students of York College. Practicum students and student teachers file numerous Requests for internships at our school. Additionally, our veteran teachers benefit from being mentors to aspiring teachers.

2b. 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).
In order to ensure that staff at York Early College Academy is receiving high quality professional development, the school's professional development committee will work collaboratively with the administration and the CUNY SSO to research and create professional development opportunities for all staff members.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

In collaboration with the UFT, SLT and the MOSL committee, teachers are giving the opportunity to provide feedback on the use of assessments the school will use to measure student performance. In addition, all YECA staff is encouraged to research professional developments they would like to attend and submit a request form to their Assistant Principal.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$277,066	X	9, 12, 14, 16, 18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,823,294	X	9,12,14,16,18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 674
School Name City Polytechnic High School		

B. Language Allocation Policy Team Composition [i](#) 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 Yusuf Muhammad	Assistant Principal Velma Saunders
Coach type here	Coach type here
ESL Teacher Akilah Clarke	Guidance Counselor Billie Lunsford
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tara Imparato
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	451	Total number of ELLs	13	ELLs as share of total student population (%)	2.88%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										5	3	0	5	13
SELECT ONE														0
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	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
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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
TOTAL	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
Intermediate(I)											1		2	3
Advanced (A)										4	2	0	3	9
Total	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/	B												0	

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	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				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

- 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 [AMAQ 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 NYSESLAT.

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:				

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

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

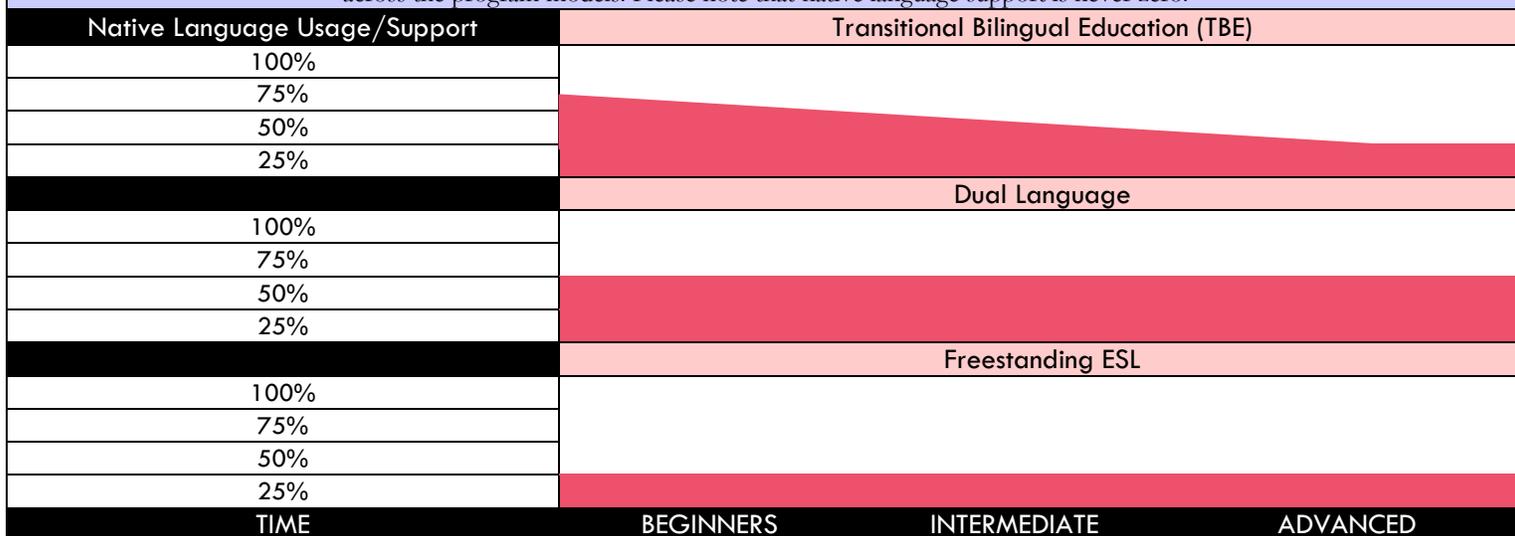
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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 propose 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 (NYSAFLT) 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 NYSAFLT 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 Imparato	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

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

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.