



**VICTORY COLLEGIATE HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 18K576**  
**ADDRESS: 6565 FLATLANDS AVE, BROOKLYN NY 11236**  
**TELEPHONE: (718) 968-1530**  
**FAX: (718) 968-1526**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 18K576      **SCHOOL NAME:** Victory Collegiate High School

**SCHOOL ADDRESS:** 6565 Flatlands Ave, Brooklyn NY 11236

**SCHOOL TELEPHONE:** 718-968-1530      **FAX:** 718-968-1526

**SCHOOL CONTACT PERSON:** Marcel Deans      **EMAIL ADDRESS:** MDeans@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Claubentz Dieujuste/ Assistant Principal

**PRINCIPAL:** Marcel Deans

**UFT CHAPTER LEADER:** Amy Miller

**PARENTS' ASSOCIATION PRESIDENT:** Thelca Hinds/Jan Jones

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Shardonay Bachoo

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18      **CHILDREN FIRST NETWORK (CFN):** ISA

**NETWORK LEADER:** Terry Byam

**SUPERINTENDENT:** Aimee Horowitz

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name  | Position and Constituent Group Represented   | Signature |
|---|--|-----------|
| <b>Marcel Deans</b>                           | *Principal or Designee   |           |
| <b>Amy Miller</b>                             | *UFT Chapter Chairperson or Designee   |           |
| <b>Jan Jones</b>                              | *PA/PTA President or Designated Co-President   |           |
| <b>Wanda Fulmore</b>                          | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
| <b>Shawn Mark</b>                             | DC 37 Representative, if applicable  |           |
| <b>Shardonay Bachoo<br/>Mario Mendija III</b> | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
|   | CBO Representative, if applicable  |           |
|   | Member/  |           |

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Victory Collegiate High School is in its fourth year of existence as a new small school. It was conceived as part of a plan to redesign South Shore High School in Canarsie, Brooklyn. Victory Collegiate High School currently shares the existing South Shore Educational Campus with six other schools. The school opened with 81 ninth graders who had attended middle schools almost entirely in Brooklyn. Current register is at 336. The majority of students are from low-income families, and more than 60% qualify for free or reduced lunch.

All students are supported through advisory class. The advisory class uses a college preparatory curriculum that includes AVID's Road to College, Transition to High School, Peer Tutoring, and regularly scheduled college tours. The Advisory teacher monitors the adjustment to high school, individual academic progress, and well being of all the students in his/her Advisory group and acts as liaison to the parents, the guidance counselor, the subject teachers and the administration. In addition to being a home base where each student is known well by one staff member, the Advisory provides a forum for concerns, opportunities to discuss issues with their peers and a class to refine study skills. It allows opportunities for increased student empowerment, self-esteem and the building of leadership skills.

The entire student body is divided into sections. Most sections travel together for academic classes and have a dedicated cohort of teachers. These teacher cohorts meet together weekly to plan interdisciplinary activities, advisory class topics, and to participate in "kid talk". They also meet with the administration to discuss concerns, plan events and recommend staff development activities. An effort has been made to provide flexible scheduling that allows for maximum meeting and planning time among staff members.

In 2007 we applied for and received a grant to start an AVID Program (Advancement Via Individual Determination). AVID is a nationally renowned college preparatory program which targets students in the middle range of achievement (mid-Level 2 to Level 3 on ELA scores) and who are generally underserved minorities. The AVID profile seeks students who would be first in their family to enter college and who exhibit determination and accept challenges. Our initial cohort of AVID students began the program in their 10<sup>th</sup> grade year. In year two of the program, we targeted approximately 15 incoming freshmen to begin the program, as well as 15 rising sophomores, increasing our AVID classes to three in the fall of 2009. We will continue, in subsequent years, to add a new AVID cohort each year from our incoming freshmen class. All AVID teachers and administrators received intensive professional development in year one and advanced training thereafter.

We recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Currently, only about 10-12% of our parents attend PTA meetings. Our continuing efforts will focus on a school-wide effort to strengthen home-school relationships and increase parent and community involvement. To support parent involvement efforts our parent coordinator has set her agenda on outreach to all of our families. We have been successful in getting families in for special workshop days and teacher conferences.

Victory Collegiate's strategic partner is The Institute for Student Achievement. The Institute for Student Achievement is a non-profit organization whose mission is to develop small learning communities in high schools. ISA has long been at the forefront of helping high school students stay in school, graduate and go on to success in college and in business. Its success rests on six core principles:

- Inquiry-based instruction incorporating strong literacy and numeracy components
- A dedicated, consistent group of teachers
- Continuous professional development for teachers and counselors
- Student support
- Extended day and school year
- Continuous organizational improvement

ISA provides coaching and professional development activities for Victory Collegiate High School and administers a four year Gates Foundation grant that has been awarded to Victory Collegiate High School.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| <b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b> |                                |               |      |                          |              |
|--|--------------------------------|---------------|------|--------------------------|--------------|
| <b>School Name:</b>                                    | Victory Collegiate High School |               |      |                          |              |
| <b>District:</b>                                       | 18                             | <b>DBN #:</b> | K576 | <b>School BEDS Code:</b> | 331800011576 |

| <b>DEMOGRAPHICS</b>                  |                             |                           |                            |   |                          |                                |                         |                         |                         |
|--------------------------------------|-----------------------------|---------------------------|----------------------------|---|--------------------------|--------------------------------|-------------------------|-------------------------|-------------------------|
| <b>Grades Served in 2009-10:</b>     | <input type="radio"/> Pre-K | <input type="radio"/> K   | <input type="radio"/> 1    | <input type="radio"/> 2                             | <input type="radio"/> 3  | <input type="radio"/> 4        | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
|                                      | <input type="radio"/> 8     | <input type="radio"/> * 9 | <input type="radio"/> * 10 | <input type="radio"/> * 11                          | <input type="radio"/> 12 | <input type="radio"/> Ungraded |                         |                         |                         |
| <b>Enrollment:</b>                   |                             |                           |                            | <b>Attendance: % of days students attended*</b>     |                          |                                |                         |                         |                         |
| (As of October 31)                   | 2007-08                     | 2008-09                   | 2009-10                    | (As of June 30)                                     | 2007-08                  | 2008-09                        | 2009-10                 |                         |                         |
| Pre-K                                |                             |                           |                            |   | 90.6                     | 88.2                           | 90.7                    |                         |                         |
| Kindergarten                         |                             |                           |                            | <b>Student Stability: % of Enrollment</b>           |                          |                                |                         |                         |                         |
| Grade 1                              |                             |                           |                            | (As of June 30)                                     | 2007-08                  | 2008-09                        | 2009-10                 |                         |                         |
| Grade 2                              |                             |                           |                            |   | 92.5                     | 91.3                           | TBD                     |                         |                         |
| Grade 3                              |                             |                           |                            | <b>Poverty Rate: % of Enrollment</b>                |                          |                                |                         |                         |                         |
| Grade 4                              |                             |                           |                            | (As of October 31)                                  | 2007-08                  | 2008-09                        | 2009-10                 |                         |                         |
| Grade 5                              |                             |                           |                            |   | 60.0                     | 60.0                           | 75.8                    |                         |                         |
| Grade 6                              |                             |                           |                            | <b>Students in Temporary Housing: Total Number</b>  |                          |                                |                         |                         |                         |
| Grade 7                              |                             |                           |                            | (As of June 30)                                     | 2007-08                  | 2008-09                        | 2009-10                 |                         |                         |
| Grade 8                              |                             |                           |                            |   | 0                        | 2                              | 2                       |                         |                         |
| Grade 9                              | 81                          | 72                        | 75                         | <b>Recent Immigrants: Total Number</b>              |                          |                                |                         |                         |                         |
| Grade 10                             | 0                           | 86                        | 88                         | (As of October 31)                                  | 2007-08                  | 2008-09                        | 2009-10                 |                         |                         |
| Grade 11                             | 0                           | 0                         | 82                         |   | 0                        | 1                              | 7                       |                         |                         |
| Grade 12                             | 0                           | 0                         | 0                          | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                          |                                |                         |                         |                         |
| Ungraded                             | 0                           | 1                         | 1                          | (As of June 30)                                     | 2007-08                  | 2008-09                        | 2009-10                 |                         |                         |
| Total                                | 81                          | 159                       | 246                        |   | 0                        | 1                              | 7                       |                         |                         |
| <b>Special Education Enrollment:</b> |                             |                           |                            | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                          |                                |                         |                         |                         |
| (As of October 31)                   | 2007-08                     | 2008-09                   | 2009-10                    | (As of June 30)                                     | 2007-08                  | 2008-09                        | 2009-10                 |                         |                         |
| Number in Self-Contained Classes     | 0                           | 1                         | 0                          |   |                          |                                |                         |                         |                         |

| DEMOGRAPHICS  |         |         |         |  |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| No. in Collaborative Team Teaching (CTT) Classes  | 7       | 14      | 34      | Principal Suspensions  | 22      | 17      | 48      |
| Number all others   | 1       | 2       | 2       | Superintendent Suspensions   | 10      | 6       | 10      |
| <i>These students are included in the enrollment information above.</i>                               |         |         |         |  |         |         |         |
| <b>English Language Learners (ELL) Enrollment:</b>  |         |         |         | <b>Special High School Programs: Total Number</b>                                |         |         |         |
| (BESIS Survey)  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants   | 0       | 0       | 0       |
| # in Trans. Bilingual Classes   |         |         |         | Early College HS Participants  | 0       | 0       | 0       |
| # in Dual Lang. Programs  |         |         |         |  |         |         |         |
| # receiving ESL services only   |         | 3       | 11      | <b>Number of Staff: Includes all full-time staff</b>                             |         |         |         |
| # ELLs with IEPs  | 1       | 1       | 1       | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> |         |         |         | Number of Teachers   | 8       | 9       | 19      |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         | Number of Administrators and Other Professionals                                 | 4       | 6       | 6       |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals  | 1       | 1       | 2       |
|   |         | 3       | 9       |  |         |         |         |
|   |         |         |         | <b>Teacher Qualifications:</b>   |         |         |         |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school                           | 100     | 100     | 100     |
| American Indian or Alaska Native  |         |         |         | Percent more than two years teaching in this school                              | 0       | 0       | 0       |
| Black or African American   | 88.9    | 87.4    | 88.6    | Percent more than five years teaching anywhere                                   | 37.5    | 30.0    | 21.0    |
| Hispanic or Latino  | 8.6     | 8.8     | 7.7     |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.   |         | 1.3     | 0.8     | Percent Masters Degree or higher   | 63.0    | 60.0    | 68.0    |
| White   | 2.5     | 2.5     | 2.0     | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 96.9    | 89.6    | 100     |
| Multi-racial  |         |         |         |  |         |         |         |
| <b>Male</b>   | 51.8    | 48.4    | 50.0    |  |         |         |         |

| DEMOGRAPHICS |      |      |      |  |  |  |  |
|--------------|------|------|------|--|--|--|--|
| Female       | 48.2 | 51.6 | 50.0 |  |  |  |  |

| 2009-10 TITLE I STATUS  |  |  |  |  |
|---|--|--|--|--|
| <input checked="" type="radio"/> Title I Schoolwide Program (SWP) | <input checked="" type="radio"/> Title I Targeted Assistance | <input checked="" type="radio"/> Non-Title I |  |  |
| Years the School Received Title I Part A Funding:                 | <input checked="" type="radio"/> 2006-07                     | <input checked="" type="radio"/> 2007-08     | <input checked="" type="radio"/> 2008-09 | <input checked="" type="radio"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY   |                                    |   |         |                            |         |               |                 |
|--|------------------------------------|---|---------|----------------------------|---------|---------------|-----------------|
| SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>  |                                    | If yes, area(s) of SURR identification: |         |                            |         |               |                 |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/> |                                    |   |         |                            |         |               |                 |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):   |                                    |   |         |                            |         |               |                 |
| <u>Differentiated Accountability Phase (Check ✓)</u>   |                                    |   |         | <u>Category (Check ✓)</u>  |         |               |                 |
|  |                                    |   |         | Basic                      | Focused | Comprehensive |                 |
| In Good Standing (IGS)   |                                    |   |         |                            |         |               |                 |
| Improvement (year 1)   |                                    |   |         |                            |         |               |                 |
| Improvement (year 2)   |                                    |   |         |                            |         |               |                 |
| Corrective Action (year 1)   |                                    |   |         |                            |         |               |                 |
| Corrective Action (year 2)   |                                    |   |         |                            |         |               |                 |
| Restructuring (year 1)   |                                    |   |         |                            |         |               |                 |
| Restructuring (year 2)   |                                    |   |         |                            |         |               |                 |
| Restructuring (Advanced)   |                                    |   |         |                            |         |               |                 |
| <b>Individual Subject/Area Outcomes</b>  | <b>Elementary/Middle Level (✓)</b> |   |         | <b>Secondary Level (✓)</b> |         |               |                 |
|  | ELA:                               |   |         | ELA:                       |         |               |                 |
|  | Math:                              |   |         | Math:                      |         |               |                 |
|  | Science:                           |   |         | Grad. Rate:                |         |               |                 |
| <b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>                                  |                                    |   |         |                            |         |               |                 |
| <b>Student Groups</b>  | <b>Elementary/Middle Level</b>     |   |         | <b>Secondary Level</b>     |         |               |                 |
|  | ELA                                | Math                                    | Science | ELA                        | Math    | Grad. Rate**  | Progress Target |
| <b>All Students</b>  |                                    |   |         | ✓                          | ✓       |               |                 |
| <b>Ethnicity</b>   |                                    |   |         |                            |         |               |                 |
| American Indian or Alaska Native   |                                    |   |         |                            |         |               |                 |
| Black or African American  |                                    |   |         |                            |         |               |                 |
| Hispanic or Latino   |                                    |   |         |                            |         |               |                 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY  |                                   |   |   |    |   |  |
|---|-----------------------------------|---|---|----|---|--|
| Asian or Native Hawaiian/Other Pacific Islander   |                                   |   |   |    |   |  |
| White   |                                   |   |   |    |   |  |
| Multiracial   |                                   |   |   |    |   |  |
| <b>Other Groups</b>   |                                   |   |   |    |   |  |
| Students with Disabilities  |                                   |   |   |    |   |  |
| Limited English Proficient  |                                   |   |   |    |   |  |
| Economically Disadvantaged  |                                   |   |   |    |   |  |
| <b>Student groups making AYP in each subject</b>  |                                   |   |   |    |   |  |
| <b>Key: AYP Status</b>  |                                   |   |   |    |   |  |
| √   | Made AYP                          | X | Did Not Make AYP  | X* | Did Not Make AYP Due to Participation Rate Only |  |
| √ <sup>SH</sup>   | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status |    |   |  |
| <p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p> |                                   |   |   |    |   |  |

| CHILDREN FIRST ACCOUNTABILITY SUMMARY   |  |  |  |
|---|--|--|--|
| <b>Progress Report Results – 2008-09</b>  |  | <b>Quality Review Results – 2008-09</b>                    |  |
| <b>Overall Letter Grade</b>   |  | <b>Overall Evaluation:</b>                                 |  |
| <b>Overall Score</b>  |  | <b>Quality Statement Scores:</b>                           |  |
| <b>Category Scores:</b>   |  | Quality Statement 1: Gather Data                           |  |
| School Environment<br>(Comprises 15% of the Overall Score)                                |  | Quality Statement 2: Plan and Set Goals                    |  |
| School Performance<br>(Comprises 25% of the Overall Score)                                |  | Quality Statement 3: Align Instructional Strategy to Goals |  |
| Student Progress<br>(Comprises 60% of the Overall Score)                                  |  | Quality Statement 4: Align Capacity Building to Goals      |  |
| Additional Credit   |  | Quality Statement 5: Monitor and Revise                    |  |
| <p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p> |  |  |  |

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Student performance trends:

ELA

- Scholarship rate on ELA (2011 cohort) is 95%
- DY0 Data

○

MATH

- Scholarship rate on Math (2011 cohort) is 97%
- DY0 Data

Accomplishments:

ELA

- 2011 cohort pass rate of 95%.
- Scholarship rate for ELL-100%
- Periodic Assessments
  - Overall gain in percentage of students scoring level 4-"skillful"(highest mark)-23%gain

MATH

- 97% passing rate for 9<sup>th</sup> grade algebra course
- 53% passed the Integrated Algebra exam after 2<sup>nd</sup> semester of algebra course.
- Scholarship rate for ELL-100%
- Periodic Assessments
  - Overall gain in percentage of students scoring level 2-"apprentice"-20%gain

Significant aids to school improvement:

- ISA Instructional Coach works across all subject areas on developing strategies to promote Inquiry in all classrooms.
- Three semester Integrated Algebra Sequence for all incoming 9<sup>th</sup> graders
- Personalized programming
- Highly Qualified ELA/Math teachers
- On-going Professional Development

Significant barriers to continuous school improvement:

- Low performance levels of incoming 9<sup>th</sup> graders (2011 cohort):
  - ELA, Level 1- 5%,                      Level 2- 60%
  - MATH, Level 1- 27%                      Level 2- 42%
- Students inability to demonstrate proficiency in the area of problem solving as a whole in mathematics (most severely lacking in communication and representation skills)

A major area of concern has been how best to address the literacy needs of our ninth graders so that they can achieve success in all subject areas. ATS data shows that **65%** of our students do not enter high school with on-grade level math competency based on 8<sup>th</sup> grade standardized ELA assessment scores.

Our current strategies for improving instruction and student performance in English language arts include the implementation of a balanced literacy program. The classrooms are structured, whenever possible, as reading and writing workshops. Curriculum development is a collaborative process, where both English instructor along with their Collaborative team teaching instructors brainstorm effective instructional strategies, generating our organizational framework for language arts instruction.

The workshop format is comprised of three components: teacher-led mini-lessons on technique, craft and grammar; activity time during which students practice the introduced reading or writing skill; and, “sharing” time which also includes reading of their own work, conferencing and peer editing. Professional Development in Literacy has targeted reading and writing skills across the curriculum and has addressed the ways to provide support to Special Ed and ELL students. Technology skills are infused into all curricular areas through the use of in-classroom computers, and a mobile laptop cart. Classroom libraries, small class sizes (budget permitting), and extended time for ELA/Literacy classes will further support literacy instruction.

Another concern has been how best to address the low numeracy skills of most of our students. ATS data shows that **69%** of our students do not enter high school with on-grade level math competency based on 8<sup>th</sup> grade standardized math assessment scores. IMS

Knowing that the adjustment from middle school to high school is a challenging one for most students and that, traditionally, ninth-graders experience a high failure rate and need intensive interventions to help build skills, a variety of strategies have been developed to address student needs through short- and long-term interventions. Academic Intervention Services are provided to meet the needs of all students who require additional assistance in their subject classes. We offer extended day for 60 minutes two days a week for 9<sup>th</sup> and 10<sup>th</sup> graders. Letters and calls are routinely made to the homes of students with poor attendance. Report cards are distributed twice a semester, and Advisory teachers meet with the parents of students failing two or more subjects. Grades are annualized in order to allow students to show improvement through the year. We will offer a Saturday Academy, starting in December, to support students’ efforts towards successfully passing the integrated algebra regents exam in January. This regents’ prep academy will be repeated in the spring and will include, in addition to math support, global and living environment support

The advisors meet with advisees to prepare Academic/Career Planning Portfolios that include information about promotion and graduation requirements, credit accumulation, and Regents exam requirements. In addition, our guidance counselor and social worker provide intensive guidance and

support services to assist students who are experiencing social and emotional issues that are impacting on their ability to achieve academically. While they meet individually with students who have serious social and emotional problems they are also in frequent touch with their parents and refer them to outside agencies when warranted.

Professional development is considered critical to the success of our program. Our instructional committee meets every Tuesday from 4:00 – 6:00pm. In addition, administrators and teachers meet together at least once a week during our “O.T.L” (Opportunity To Learn) meeting for professional development, to share ideas on teaching strategies and best practices, authentic assessments, literacy strategies across the curriculum, and to design interdisciplinary units. Case conferencing about students is also a key part of our effort to understand and serve the needs of all of our students. It is understood that in a small school, all staff members are committed to the vision, mission and learning approach of the school. These case conferencing sessions happen during our weekly “Kid Talk” meetings.

Victory Collegiate High School will take a continuous improvement, data-driven approach to improving student performance, using a variety of assessments to identify and address student needs and to target areas for growth on a continuous basis. The CEP for 2010-2011 will reflect a concerted effort and specific plans to address the literacy needs of incoming ninth graders and provide a challenging tenth-grade program that will continue to foster the development of critical thinking skills and prepare students to pass the Integrated Algebra Regents, the Living Environment Regents and the Global Studies Regents examinations. Classroom libraries, interdisciplinary strategies, team-teaching, early interventions, guidance and advisory support, and an intensive after-school academic program (AIS), funded through State AIS funding, will support continued literacy efforts and Regents preparation. We will again introduce a Saturday Academy instructional program (funded with State AIS resources coupled with Title 1 funding), which will enable students to enhance, enrich and extend skills and abilities acquired during the daily and after-school programs. The Saturday Academy program will continue to give students an opportunity to get extra help and will be planned to also include inquiry-based instructional and projects that will be built around themes and topics being taught in regular subject classes.

Victory is designated as a “Title I School Wide Program” which will allow the school program to use Title I monies for enrichment and remediation programs for all students and to increase parental involvement. All students are offered academic intervention and support services (AIS) in the major core curriculum classes in the extended school program, which operates Monday through Friday (except Wednesday) from 3:20 PM – 4:20 PM, and on Saturdays from 9:30 AM – 1:30 PM. During this time, students can receive additional assistance and tutoring with their classroom teachers in the subjects they are at-risk of failing. In addition, students in good academic standing are able to participate in “elective” classes such as chorus, SAT prep, etc.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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| Goal Number 1 |   |
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| <b>Goal</b>   | <b>Describe your goal.</b><br><br>To increase our 10 <sup>th</sup> grade students' rate of progress by moving students toward graduation as measured by 10 or more credits earned per year. |

| Goal Number 2 |   |
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| <b>Goal</b>   | <b>Describe your goal.</b><br><br>To improve the professional development offerings, providing teachers with teaching strategies to better meet the needs of their students |

| Goal Number 3 |  |
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| <b>Goal</b>   | <b>Describe your goal.</b><br><br>To utilize assessment data in the lesson planning process to provide differentiated instruction to individual students and/or groups of students |

| Goal Number 4 |   |
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| <b>Goal</b>   | <b>Describe your goal</b><br><br><b>Mathematics.</b> 50% of eligible students will pass the Integrated Algebra Regents and/or Mathematics Regents Competency Test in January, June or August 2011.<br><br><b>ELA</b> 50% of eligible students will pass the ELA Regents exam and/or the |

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|  | <p>Reading or Writing Regents Competency Test by August 2011.</p> <p><b>Social Studies</b> 50% of students will pass the Global Studies Regents exam and/or the Global Studies Regents Competency Test by August 2011.</p> <p><b>Arts</b>-To further develop arts program to enable students to meet city and state standards with a 80% of students passing the course</p> |
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**Funding:**

- Per-Session funding for CFI Teams and Study Groups
- Per-Session Funding for PD sessions, data analysis work
- Sub coverages for out-of-school training sessions
- Title I funds for PD
  
- Per-session allocation for after-school conferencing, extended tutoring
- Per-session allocation for PM school
- Per-session allocation for Saturday school
- C4E funds for AIS services
  
- Allocate Parent Coordinator time for outreach
- Allocate school aide time to build up and up-date parental e-mail list
- Recruit PTA expertise
- Purchase “school messenger” system to support communication efforts, including families of ELL students
- Use of Translation Unit
- Provide funding for light refreshments, postage, clerical and performance

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>To increase our 10<sup>th</sup> grade students’ rate of progress by moving students toward graduation as measured by 10 or more credits earned per year.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>   | <ul style="list-style-type: none"> <li>• Hiring of a part time staff developer</li> <li>• Creation of an individualized learning plan for each student.</li> <li>• Teachers in ELA and math will participate in periodic assessments in classrooms, adjusting curriculum based on data. This data will be shared school wide for the development of interdisciplinary work, targeted at supporting the development of stronger readers and mathematicians.</li> <li>• Students will construct a demonstration of mastery portfolio, including an incorporation of evidence to support their work.</li> <li>• Teachers will review scholarship reports and engage in on-going discussions</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> <li>• 70% of 10<sup>th</sup> graders will (84 on register) earn at least 10 credits by the end of their 10<sup>th</sup> grade year (approximately 60 students).</li> <li>• Teachers will begin using DYO data and other data sources to plan and differentiate lessons.</li> <li>• Assistant principal will provide all teachers on a regular basis with a variety of data from HSST, ATS, Periodic Assessments, Inquiry Tool, etc, supporting teachers’ familiarity with student data.</li> <li>• Kid Talk protocol will be used to develop concrete action plans for advisors to intervene when students are struggling.</li> </ul>                            |

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| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> <li>• Term Report Cards, progress reports, and student attendance</li> <li>• Creation of Credit Recovery opportunities</li> <li>• Use of internal data systems including HSST, ARIS and ATS</li> <li>• DYO periodic assessments</li> <li>• Acuity ITA's and Predictive Assessments</li> <li>• End of Term Performance based authentic assessments</li> </ul> |
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| <p><b>Annual Goal II</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>   | <p>To improve the professional development offerings, providing teachers with teaching strategies to betterment the needs of their students</p>  |
| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> <li>• Teachers will have a more active role in planning and constructing professional learning opportunities within the school community</li> <li>• A professional development team will use feedback from the faculty to develop various professional development strands, providing teachers with an opportunity to choose the strand which they feel most closely meets their needs/peak their interest.</li> <li>• Teachers will develop inquiry clusters whose role will be to look more closely at student work, create professional goals and review current educational literature/ideas.</li> <li>• Begin implementation of critical-friends curriculum sharing, intervisitation/feedback</li> <li>• Implement visits to partner schools</li> <li>• Coordinate additional professional development sessions, outside of the school, for teachers to engage in, focusing on strengthening teaching competencies</li> <li>• Regularly meet with AP, Department Chairs to provide feedback/input</li> <li>• Provide regular observation feedback to staff, using this feedback to monitor teacher progress and implementation of new/innovative strategies learned through professional development sessions</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          | <p>Improve scores on the teacher engagement section of the learning environment survey from 36% being at satisfied/very satisfied in 2009-10 to at least 50% being satisfied/very satisfied in 2010-11.</p>  |

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| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> <li>• 2009-10 Learning Environment Results</li> <li>• Internal Teacher Surveys/Reflections</li> <li>• Formal and Informal Observations</li> <li>• Critical friendships/Peer Inter-visitation reports around inquiry, including but not limited to LASW (Looking at Student Works) practices</li> <li>• Set of protocols for reviewing and providing feedback for team members</li> <li>• Lesson plan reviews</li> </ul> |
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| <p><b>Annual Goal III</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>To utilize assessment data in the lesson planning process to provide differentiated instruction to individual students and/or groups of students</p>   |
| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> <li>• Hiring of a part time staff developer</li> <li>• Creation of an individualized learning plan for each student.</li> <li>• Teachers in ELA and math will participate in periodic assessments in classrooms, adjusting curriculum based on data. This data will be shared school wide for the development of interdisciplinary work, targeted at supporting the development of stronger readers and mathematicians.</li> <li>• Students will construct a demonstration of mastery portfolio, including an incorporation of evidence to support their work.</li> <li>• Teachers will review scholarship reports and engage in on-going discussions with principal, assistant principal and in team meetings about the implications on instruction.</li> <li>• Teachers will complete item analysis on formal assessments to determine adequate progress in a course and or need for intervention.</li> <li>• Teachers will design credit recovery and independent study programs to address students not meeting minimal credit requirements.</li> <li>• Advisors will conduct case conferencing for student in the bottom one-third to target instruction and performance.</li> <li>• Staff development on data and authentic assessment.</li> </ul> |

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| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> <li>• Teachers will develop daily lesson plans that clearly define how tasks are modified to meet student varying learning styles</li> <li>• Teachers will develop learning opportunities and assessments that directly connect to S.M.A.R.T. goals developed collaboratively (students with teachers) for groups of students.</li> <li>• Teachers will conduct learning styles inventories at the beginning of the year to identify and address the various modalities represented in their classrooms.</li> <li>• Teachers will continue to develop authentic performance based assessments that will evaluate students understanding of concepts as well as acquisition of skills.</li> <li>• A professional development team will develop various professional development strands, providing teachers with an opportunity to choose the strand which they feel most closely meets their needs/peak their interest. All strands will be structured to model the principles of differentiation in implementation as well as practice</li> <li>• Teachers will increase capacity in developing our students’ as problem solvers including their willingness to ask questions</li> <li>• Classroom environments will demonstrate evidence of inquiry.</li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                           | <ul style="list-style-type: none"> <li>• Standard-based and regents-based DYO’s will be created and advertised.</li> <li>• Increase of teachers on the Learning Environment Survey reporting that they have received help on effective professional development on differentiation.</li> <li>• Quality Review report will indicate progress on the use of differentiation in our classrooms.</li> <li>• Data use in faculty teams and departments becomes routine and is perceived among teachers as a useful practice.</li> <li>• Use of diagnostic tools, formative assessment and other in-class data sources becomes more frequent.</li> <li>• Study Group Findings, Reports, and Presentations</li> <li>• Review scholarship and report card grades.</li> <li>• Document invitations to extended learning opportunities.</li> </ul>   |

Subject/Area (where relevant): Mathematics

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| <p><b>Annual Goal IV</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>   | <p>50% of students will pass the Integrated Algebra Regents and/or Mathematics Regents Competency Test by August 2011.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Complete progress report and report cards.</li> <li>• Administer surveys for students and families about students' needs and goals</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Synthesize and analyze data to determine students' relative strengths and areas of need, for individuals and groups of students.</li> <li>• Analyze students' performance by sub group with special attention for those students who are on the cusp for passing the Regents.</li> <li>• Engage students and families in dialogue to reflect on needs, assessment results and to and develop learning goals.</li> </ul> <p><b>Interventions and Ongoing Work</b></p> <ul style="list-style-type: none"> <li>• Identify supports or interventions for students.</li> <li>• Work with students and parents to set measurable and rigorous learning goals.</li> <li>• Meet regularly - at least once at the end of each term - to review goals and benchmarks.</li> <li>• Meet as advisors with students to review academic goals and progress made.</li> <li>• The Principal will develop professional development plans to support work of teachers to help students to meet their academic goals.</li> <li>• The Principal and staff will use data to evaluate success and adjust accordingly.</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>          | <ul style="list-style-type: none"> <li>• <b>Budget.</b> Money from Victory's budget including Title I allocation will pay for staff development.</li> <li>• <b>Staff / Schedule.</b> Staff time during common work time that is part of the teachers' regular work day; time on Wednesdays when students are released early.</li> <li>• <b>Training / Professional development</b> is provided by the Principal, the school staff including the data specialist, and our Network.</li> </ul>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/>Include: interval of periodic review; instrument(s) of measure; projected gains</p>  | <ul style="list-style-type: none"> <li>• Interim assessments include classroom and standardized assessments</li> <li>• Student report card data</li> <li>• NYS Regents exams</li> </ul>  |

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| <b>Timeframe</b> | <ul style="list-style-type: none"> <li>• Ongoing work, assessing students. Teachers will complete report cards and other assessments and reflect on student progress as a grade level team at the end of each term.</li> <li>• Final assessments: January, June and August 2011.</li> </ul> |
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**Subject/Area (where relevant):**     English

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| <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>  | 50% of students will pass the ELA Regents exam and/or the Reading or Writing Regents Competency Test in by August 2011.   |
| <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Complete assessments during first and second term including classroom assessments, Scantron and other standardized assessments.</li> <li>• Complete progress report and report cards.</li> <li>• Administer surveys for students and families about students' needs and goals</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Synthesize and analyze data to determine students' relative strengths and areas of need, for individuals and groups of students.</li> <li>• Analyze students' performance by sub group with special attention for those students who are on the cusp for passing the Regents.</li> <li>• Engage students and families in dialogue to reflect on needs, assessment results and to and develop learning goals.</li> </ul> <p><b>Interventions and Ongoing Work</b></p> <ul style="list-style-type: none"> <li>• Identify supports or interventions for students.</li> <li>• Work with students and parents to set measurable and rigorous learning goals.</li> <li>• Meet regularly - at least once at the end of each term - to review goals and benchmarks.</li> <li>• Meet as advisors with students to review academic goals and progress made.</li> <li>• The Principal will develop professional development plans to support work of teachers to help students to meet their academic goals.</li> <li>• The Principal and staff will use data to evaluate success and adjust accordingly.</li> </ul> |

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| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> <li>• <b>Budget.</b> Money from Brooklyn Generation School's budget including Title I allocation will pay for staff development.</li> <li>• <b>Staff / Schedule.</b> Staff time during common work time that is part of the teachers' regular work day; time on Wednesdays when students are released early.</li> <li>• <b>Training / Professional development</b> is provided by the Principal, the school staff including the data specialist, and staff of Generation Schools Network.</li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <ul style="list-style-type: none"> <li>• Interim assessments include classroom and standardized assessments</li> <li>• Student report card data</li> <li>• NYS Regents exams</li> </ul>   |
| <p><b>Timeframe</b></p>  | <ul style="list-style-type: none"> <li>• Ongoing work, assessing students. Teachers will complete report cards and other assessments and reflect on student progress as a grade level team at the end of each term.</li> <li>• Final assessments: June and August 2011.</li> </ul>  |

**Subject/Area (where relevant):**     **Social Studies**    

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>50% of students will pass the Global Studies Regents exam and/or the Global Studies Regents Competency Test by August 2011.</p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Complete assessments during first and second term including classroom assessments, Scantron and other standardized assessments.</li> <li>• Complete progress report and report cards.</li> <li>• Administer surveys for students and families about students’ needs and goals</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Synthesize and analyze data to determine students' relative strengths and areas of need, for individuals and groups of students.</li> <li>• Analyze students' performance by sub group with special attention for those students who are on the cusp for passing the Regents.</li> <li>• Engage students and families in dialogue to reflect on needs, assessment results and to and develop learning goals.</li> </ul> <p><b>Interventions and Ongoing Work</b></p> <ul style="list-style-type: none"> <li>• Identify supports or interventions for students.</li> <li>• Work with students and parents to set measurable and rigorous learning goals.</li> <li>• Meet regularly - at least once at the end of each term - to review goals and benchmarks.</li> <li>• Meet as advisors with students to review academic goals and progress made.</li> <li>• The Principal will develop professional development plans to support work of teachers to help students to meet their academic goals.</li> <li>• The Principal and staff will use data to evaluate success and adjust accordingly.</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>          | <ul style="list-style-type: none"> <li>• <b>Budget.</b> Money from Victory’s budget including Title I allocation will pay for staff development.</li> <li>• <b>Staff / Schedule.</b> Staff time during common work time that is part of the teachers' regular work day; time on Wednesdays when students are released early.</li> <li>• <b>Training / Professional development</b> is provided by the Principal, the school staff including the data specialist, and our Network.</li> </ul>  |

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| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> <li>• Interim assessments include classroom and standardized assessments</li> <li>• Student report card data</li> <li>• NYS Regents exams</li> </ul>  |
| <p><b>Timeframe</b></p>  | <ul style="list-style-type: none"> <li>• Ongoing work, assessing students. Teachers will complete report cards and other assessments and reflect on student progress as a grade level team at the end of each term.</li> <li>• Final assessments: June and August 2011.</li> </ul> |

**Subject/Area (where relevant):**     Arts

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| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <ul style="list-style-type: none"> <li>• To further develop arts program to enable students to meet city and state standards with a 80% of students passing the course</li> </ul>  |
| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Provide students with opportunities for multiple projects in a variety of materials</li> <li>• Introduce art history concepts through slide lectures and art history Projects</li> <li>• Assess current curriculum in terms of its effectiveness to current industry and educational standards</li> <li>• Ensure discussion of arts integration at grade-level team meetings</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Visiting artists work with students in school to help them learn and integrate artistic skills into all areas of the curricula</li> <li>• Students will study art and acquire skills reflecting different disciplines.</li> </ul> <p><b>Interventions and Ongoing Work</b></p> <ul style="list-style-type: none"> <li>• Identify supports or interventions for students.</li> <li>• Work with students and parents to set measurable and rigorous learning goals.</li> <li>• Meet regularly - at least once at the end of each term - to review goals and benchmarks.</li> <li>• Meet as advisors with students to review academic goals and progress made.</li> <li>• The Principal will develop professional development plans to support work of teachers to help</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>students to meet their academic goals.</li> <li>Seek out best practices on integrating arts into the curricula</li> </ul>  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> <li><b>Budget.</b> Money from Brooklyn Generation School's budget including Title I allocation will pay for staff development.</li> <li><b>Staff / Schedule.</b> Staff time during common work time that is part of the teachers' regular work day; time on Wednesdays when students are released early.</li> <li><b>Training / Professional development</b> is provided by the Principal, the school staff including the data specialist, and our Network.</li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <ul style="list-style-type: none"> <li>Student report card data</li> <li>Portfolio/Authentic assessments</li> </ul>   |
| <p><b>Timeframe</b></p>  | <ul style="list-style-type: none"> <li>Ongoing work, assessing students. Teachers will complete report cards and other assessments and reflect on student progress as a grade level team at the end of each term.</li> <li>Final assessments: June 2011.</li> </ul>   |



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA                         | Mathematics                 | Science                     | Social Studies              | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
|       | # of Students Receiving AIS          | # of Students Receiving AIS           | # of Students Receiving AIS     | # of Students Receiving AIS     |
| K     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 1     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 2     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 3     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 4     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 5     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 6     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 7     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 8     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 9     | 76                          | 76                          | 76                          | 76                          | 15                                   | 0                                     | 0                               | 1                               |
| 10    | 89                          | 89                          | 89                          | 89                          | 0                                    | 0                                     | 0                               | 1                               |
| 11    | 81                          | 81                          | 81                          | 81                          | 15                                   | 0                                     | 15                              | 0                               |
| 12    |                             |                             |                             |                             |                                      |                                       |                                 |                                 |

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

| Name of Academic Intervention Services (AIS)                 | <b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| <b>ELA:</b>  | <ul style="list-style-type: none"> <li>▪ 72/60 minute literacy block (During school day)</li> <li>▪ Extended Day</li> <li>▪ Small group tutoring and counseling during advisory</li> </ul>   |
| <b>Mathematics:</b>  | <ul style="list-style-type: none"> <li>▪ 72/60 minute block (During school day)</li> <li>▪ Extended Day</li> <li>▪ Pull-out Math (during school day)</li> <li>▪ Lunchtime tutoring</li> <li>▪ Saturday School</li> <li>▪ Small group tutoring and counseling during advisory</li> </ul>  |
| <b>Science:</b>  | <ul style="list-style-type: none"> <li>▪ 72/60 minute block (During school day)</li> <li>▪ Extended Day</li> <li>▪ Lunchtime tutoring</li> <li>▪ Saturday School</li> <li>▪ Small group tutoring and counseling during advisory</li> </ul>   |
| <b>Social Studies:</b>                                       | <ul style="list-style-type: none"> <li>▪ 72 minute block (During school day)</li> <li>▪ Extended Day</li> <li>▪ Lunchtime tutoring</li> <li>▪ Saturday School</li> <li>▪ Small group tutoring and counseling during advisory</li> </ul>  |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | <ul style="list-style-type: none"> <li>▪ Individual counseling</li> <li>▪ Group counseling</li> <li>▪ Parent outreach</li> <li>▪ Academic Counseling</li> <li>▪ Referrals</li> <li>▪ Small group tutoring and counseling during advisory</li> <li>▪ College and Career Counseling</li> </ul>   |
| <b>At-risk Services Provided by the School Psychologist:</b> | <ul style="list-style-type: none"> <li>▪ Evaluations</li> <li>▪ Mandated counseling</li> </ul>   |

|  |  |
|--|--|
| <b>At-risk Services Provided by the Social Worker:</b> | <ul style="list-style-type: none"><li>▪ Individual counseling</li><li>▪ Group counseling</li><li>▪ Parent outreach</li><li>▪ Academic Counseling</li><li>▪ Referrals</li><li>▪ Small group tutoring and counseling during advisory</li><li>▪ College and Career Counseling</li></ul> |
| <b>At-risk Health-related Services:</b>                | <ul style="list-style-type: none"><li>• Outside Referrals</li></ul>  |

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

| <b>Allocation Amount:</b>  |                        |  |
|--|------------------------|--|
| <b>Budget Category</b>   | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>   |
| <b>Professional salaries (schools must account for fringe benefits)</b><br>- Per session<br>- Per diem                               | (e.g., \$9,978)        | <b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b> |
| <b>Purchased services</b><br>- High quality staff and curriculum development contracts.  | (e.g., \$5,000)        | <b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>                                       |
| <b>Supplies and materials</b><br>- Must be supplemental.<br>- Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500)          | <b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>  |
| <b>Educational Software (Object Code 199)</b>  | (e.g., \$2,000)        | <b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>  |
| <b>Travel</b>  |                        |  |
| <b>Other</b>   |                        |  |
| <b>TOTAL</b>   |                        |  |

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

Upon enrollment, parents complete the Home Language Identification Survey (HILS). If the home language is determined to be other than English or if the student's native language is other than English, an informal oral interview in the student's native language is administered by the ELL Coordinator or properly licensed ESL or bilingually licensed pedagogue, with translation and interpretation support as necessary. The HLIS is the first line of identification, however, all students are placed in an advisory and the advisors are responsible for contacting all the parents in their advisory within the first two weeks of school. If they encounter a parent who speaks a language other than English, they are then to pass that information to the ESL coordinator to ensure that the parents receive information in the appropriate language via the staff who speaks that language. This includes written materials which Mr. Regis is responsible for getting translated and relaying them to the office to be sent to the parents. If a HL is spoken by a family that no one on staff speaks ie Arabic we will use the translation service of the DOE.

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.

The basic findings were that we have 40 families who speak a language other than English at home according to a RSDS report run off of ATS. However few of these need to have materials and communications translated into one of the following languages: Haitian Creole, Arabic, Tagalog, French, Dutch or Spanish. A survey of the advisors of these students was conducted to see if they encountered a parent who speaks a language other than English, they passed that information to the ESL coordinator to ensure that the parents receive information in the appropriate language via the staff who speaks that language. This information was passed on to the rest of the school via email.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. The school will provide written translations of all school –wide and grade specific communications through the use of bilingual staff. These included Meredith Maier and Jamie DePaoli Spanish; and Claubentz Dieujuste, Jerry Conze, Ruth Manigat and Pierre Regis for Haitian-Creole. When such a communiqué is being sent the author will relay it either to one of these individuals directly or to Ms. Hazelwood the ESL coordinator who will take it to one of them and then pass the document on the Ms. Torre in the office to have it sent out. All translated materials will be sent out no later than 3 days beyond the date the English version is sent. If a HL is spoken by a family that no one on staff speaks ie Arabic we will use the translation service of the DOE.
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.

Oral interpretation services will be provided by staff members Meredith Maier or Kena Hazelwood Spanish; and Claubentz Dieujuste, Jerry Conze, Ruth Manigat and Pierre Regis for Haitian-Creole. These will include conference calls, in person meetings and home visits. If a HL is spoken by a family that no one on staff speaks ie Arabic we will use the translation service of the DOE.

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>.

In order to fulfill Section VII of Chancellor’s Regulations A-663, Victory Collegiate has sent out notifications in the appropriate languages notifying the identified parents as to the availability of these services. The missive enumerates the staff members available to act as interpreters and the languages they speak.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

|   | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|-------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  |               |              |       |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   |               |              |       |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: |               | *            |       |
| 4. Enter the anticipated 10% set-aside for Professional Development:  |               | *            |       |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

## SCHOOL PARENT INVOLVEMENT POLICY

Victory Collegiate High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and the parents will help the children achieve the state's high standards.

This School-Parent Compact is in effect during school year 2010-2011

### 1. SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL'S PARENT INVOLVEMENT POLICY AND GOALS.

**How do we ensure that the channels of communication are as open and as genuine as they can be between the school and our parent base? This is the question that we grapple with, as a community, on a daily basis, in our efforts to provide the most concerted, team driven effort at raising the success rate of our children here at Victory Collegiate High School. The school leadership is resolute in our efforts towards developing a comprehensive plan to ensure active, meaningful participation from our parents across racial, ethnic, political, and economic lines. We attempt to foster positive action by parents through our creativity in organizing numerous events (Parent Teacher Conferences, Curriculum Night, ELL Parent Evenings, International Potluck Dinner, Parent Arts Night and our Annual Talent/Fashion Expo) and committees (School Leadership Team, Parent Teacher Association, and our Title 1 Planning Committee).**

### 2. HOW OUR PLAN WILL ENSURE THAT ALL PARENTS, INCLUDING WORKING PARENTS AND PARENTS OF STUDENTS WITH SPECIAL NEEDS WILL BE AFFORDED THE OPPORTUNITY TO PARTICIPATE.

**The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. The PTA has been steadfast in its efforts towards soliciting bilingual parents as “*class parents*” to continue fostering better communication between the teaching staff and families, targeting our Hispanics speaking families. All parent teacher conferences have an evening component for parents who must work during the school day. Through our advisory program, parents are able to make alternative plans to meet with their child's advisor who through the relationship forged with their advisee, is able to speak intelligently on advisee's progress in all areas of academic, social and emotional life, as well as provide meaningful intervention strategies for at-risk students.**

### 3. OUR MECHANISMS AND PROCEDURES FOR INFORMING PARENTS IN A TIMELY FASHION OF MEETINGS, WORKSHOPS, AND OTHER OPPORTUNITIES AVAILABLE TO PARENTS.

Aside from the constant interaction between advisors and the families of their advisees, we have phone marathons led by our Parent Coordinator and several members of the community, to pull in as many family members as possible for events. The Parent Coordinator also, on a monthly basis distributes to every child all school/regional/city/state bulletins in both English, Creole (Haitian) and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child through our monthly mailings, including calendars and various updates.

4. HOW PARENTS ARE INVOLVED IN A DECISION-MAKING CAPACITY, INCLUDING HOW MANY PARENTS ARE INVOLVED IN THE SCHOOL LEADERSHIP TEAM AND HOW THEY WERE SELECTED.

Parents were asked to complete a needs assessment at the beginning of the year. The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meetings and through phone calls if a particular issue arises. There are five parents on the School Leadership Team. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The Parent Executive Board and the Title I parent rep were asked to sign off on the initial Title I SWP application, the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan, which is the culmination of discussions with all constituencies.

5. HOW WE WILL ASSESS THE EFFICACY OF OUR PARENT INVOLVEMENT PLAN.

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents. In terms of our parent involvement goals for next year, we have established the following two indicators for success:

- Parent attendance at monthly PTA meetings will increase by 3% by June 2011.
- Parent volunteers in the school program will increase by 3% by June 2011.

6. HOW WILL WE INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL-PARENT COMPACT?

The Compact was developed collaboratively with the administration, School Leadership Team and the General Parent Association body. Numerous conversations have taken place, through out the school year, consistently focusing on the development of a document that

**clearly states our vision of how the Parent body of Victory Collegiate High School believes it can support the success of our school and inherently our students.**

**7. HOW WE WILL INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL PARENT INVOLVEMENT PLAN.**

**The School Parent Involvement Plan evolved in the same manner as the School Parent Compact, through a series of general and executive board meetings wherein the parents' voices were heard.**

**Title I School Parent Compact**

This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including special education students and ELL students.

The school agrees to the following:

The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:

1. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting
2. Allocation of Title I funds to further develop our parents in providing academic support for students in the home.
3. Daily walk-throughs of all classrooms by the administration to improve supervision.
4. Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
5. Allocation of Title I funds for test prep materials and the teaching of test taking strategies.
6. Acquisition and distribution to all teachers of curriculum guides, classroom materials, spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
7. Fall conferences with all teachers to set their professional pedagogical goals.
8. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.
9. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.

The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:

1. Teacher maintenance of parental contact logs.
2. Attendance outreach to late and absent students.

3. Teacher dissemination of semester course outlines.
4. Fall and Spring parent teacher conferences in addition to Fall Curriculum Night.
5. Maintaining an environment, which welcomes parents to make appointments with advisors on a need basis.
6. Guidance workshops for parents on issues of concern to the parents.
7. To involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy through monthly consultation with the Title I parent representatives from the High School.
8. To provide parents with timely information about all programs through newsletters, flyers, a hotline, and a website and provide translations whenever feasible.
9. The convening of an annual Title I meeting for parents to inform them of the Title I program and parents' right to be involved.
10. To set aside time on the agenda of every regular monthly PTA and School Leadership Team meeting to address Title I issues.
11. Fall curriculum night.
12. Maintenance of a Parent Teachers Association and School Leadership Team. .
13. Parent sponsored class parent program.
14. Parent sponsored parent needs assessment.
15. Regular notices home from the Parents and the Administration.
16. Sub committee meetings for parents of seniors to address their particular concerns.

We further seek to promote parent responsibility for supporting their children's learning through the following:

To this end, the Parents/ Guardians of our students agree:

1. To communicate with teachers about their children's educational, social, and emotional needs.
2. To communicate and cooperate with the school on issues of health and safety.
3. To respond to the PTA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
4. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
5. To attend PTA forums on helping students be successful.
6. To read with their children the NYC Department of Education statement of students rights and responsibilities.
7. To support school representation on Superintendent's Advisory Councils.
8. To support the school Discipline Code.
9. To work with his/her children to improve punctuality, attendance, homework, and study time.
10. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
11. To share the responsibility for improving student achievement.
12. To respond to calls to serve on a variety of PTA subcommittees.
13. To join in school celebrations of the success of students.

- 14. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students.
- 15. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.
- 16. To attend regular meetings for parents with the College Counselor and opportunities for attendance at college fairs.

Principal Signature \_\_\_\_\_

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Parent's Signature \_\_\_\_\_

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

## Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
  
3. Instruction by highly qualified staff.
  
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  
6. Strategies to increase parental involvement through means such as family literacy services.
  
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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<br><i>(i.e., Federal,<br/>State, or Local)</i> | Program Funds Are<br>“Conceptually” <sup>1</sup><br>Consolidated in the | Amount<br>Contributed to<br>Schoolwide Pool | Check (✓) in the left column below to<br>verify that the school has met the intent<br>and purposes <sup>2</sup> of each program whose |
|--------------|--|---|---|---|
|--------------|--|---|---|---|

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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

|                         |         | Schoolwide Program<br>( <del>P</del> ) |    |     | (Refer to Galaxy for<br>FY'11 school<br>allocation amounts) | funds are consolidated. Indicate page<br>number references where a related<br>program activity has been described in<br>this plan. |           |
|-------------------------|---------|--|----|-----|---|--|-----------|
|                         |         | Yes                                    | No | N/A |   | Check ( <del>P</del> )   | Page #(s) |
| Title I, Part A (Basic) | Federal |  |    |     |   |  |           |
| Title I, Part A (ARRA)  | Federal |  |    |     |   |  |           |
| Title II, Part A        | Federal |  |    |     |   |  |           |
| Title III, Part A       | Federal |  |    |     |   |  |           |
| Title IV                | Federal |  |    |     |   |  |           |
| IDEA                    | Federal |  |    |     |   |  |           |
| Tax Levy                | Local   |  |    |     |   |  |           |

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

- 
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| <b>Type of Review or Monitoring Visit</b><br>(Include agency & dates of visits) | <b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | <b>Actions the school has taken, or plans to take, to address review team recommendations</b> |
|---|---|---|
|   |   |   |

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                                |             |        |               |  |              |
|---------------------|--------------------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | Victory Collegiate High School |             |        |               |  |              |
| <b>District:</b>    | 18                             | <b>DBN:</b> | 18K576 | <b>School</b> |  | 331800011576 |

**DEMOGRAPHICS**

|                |       |  |   |  |    |   |          |   |
|----------------|-------|--|---|--|----|---|----------|---|
| Grades Served: | Pre-K |  | 3 |  | 7  |   | 11       | v |
|                | K     |  | 4 |  | 8  |   | 12       | v |
|                | 1     |  | 5 |  | 9  | v | Ungraded |   |
|                | 2     |  | 6 |  | 10 | v |          |   |

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Pre-K                     | 0       | 0       | 0       |  | 90.6    | 88.2    | 90.7    |
| Kindergarten              | 0       | 0       | 0       |  |         |         |         |
| Grade 1                   | 0       | 0       | 0       | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2                   | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 3                   | 0       | 0       | 0       |  | 92.5    | 91.3    | 92.8    |
| Grade 4                   | 0       | 0       | 0       |  |         |         |         |
| Grade 5                   | 0       | 0       | 0       | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6                   | 0       | 0       | 0       | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 7                   | 0       | 0       | 0       |  | 60.0    | 75.8    | 71.6    |
| Grade 8                   | 0       | 0       | 0       |  |         |         |         |
| Grade 9                   | 72      | 75      | 92      | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10                  | 86      | 88      | 84      | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 11                  | 0       | 82      | 87      |  | 0       | 2       | 2       |
| Grade 12                  | 0       | 0       | 72      |  |         |         |         |
| Ungraded                  | 1       | 1       | 0       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total                     | 159     | 246     | 335     | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 0       | 1       | 3       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 1       | 0       | 2       | Principal Suspensions                               | 22      | 17      | 48      |
| # in Collaborative Team Teaching (CTT) Classes | 14      | 34      | 45      | Superintendent Suspensions                          | 10      | 6       | 10      |
| Number all others                              | 2       | 2       | 2       |   |         |         |         |

*These students are included in the enrollment information above.*

| <b>Special High School Programs - Total Number:</b> |         |         |         |
|---|---------|---------|---------|
| <i>(As of October 31)</i>                           | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants                            | N/A     | 0       | 0       |
| Early College HS Program Participants               | 0       | 0       | 0       |

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i>   | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 8       | 9       | 20      |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 4       | 6       | 8       |
| # receiving ESL services only                                     | 3       | 0       | TBD     |  |         |         |         |
| # ELLs with IEPs  | 0       | 0       | TBD     |  |         |         |         |

These students are included in the General and Special Education enrollment information above.

| <i>(As of October 31)</i>               | 2007-08 | 2008-09 | 2009-10 |
|---|---------|---------|---------|
| Number of Educational Paraprofessionals | 1       | 1       | 2       |

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 0       | 3       | 21      | % fully licensed & permanently assigned to this school | 100.0   | 100.0   | 88.2    |
|   |         |         |         | % more than 2 years teaching in this school            | 0.0     | 0.0     | 10.0    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 37.5    | 30.0    | 35.0    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 63.0    | 60.0    | 65.0    |
| American Indian or Alaska Native                  | 0.0     | 0.0     | 0.3     | % core classes taught by "highly qualified" teachers   | 96.9    | 89.6    | 85.5    |
| Black or African American                         | 87.4    | 88.6    | 88.4    |  |         |         |         |
| Hispanic or Latino                                | 8.8     | 7.7     | 8.4     |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 1.3     | 0.8     | 1.2     |  |         |         |         |
| White   | 2.5     | 2.0     | 1.8     |  |         |         |         |
| <b>Male</b>                                       | 48.4    | 50.0    | 50.7    |  |         |         |         |
| <b>Female</b>                                     | 51.6    | 50.0    | 49.3    |  |         |         |         |

#### 2009-10 TITLE I STATUS

|                  |           |  |  |         |         |         |         |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v                | Title I   |  |  |         |         |         |         |
|                  | Title I   |  |  |         |         |         |         |
|                  | Non-Title |  |  |         |         |         |         |
| Years the School |           |  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|                  |           |  |  | v       | v       | v       | v       |

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

|  | Phase                         |  | Category |       |         |               |
|--|-------------------------------|--|----------|-------|---------|---------------|
|  | In Good                       |  | v        | Basic | Focused | Comprehensive |
|  | Improvement Year 1            |  |          |       |         |               |
|  | Improvement Year 2            |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Restructuring Year 1          |  |          |       |         |               |
|  | Restructuring Year 2          |  |          |       |         |               |
|  | Restructuring Advanced        |  |          |       |         |               |

#### Individual Subject/Area AYP Outcomes:

| Elementary/Middle Level |  | Secondary Level  |   |
|-------------------------|--|------------------|---|
| ELA:                    |  | ELA:             | v |
| Math:                   |  | Math:            | v |
| Science:                |  | Graduation Rate: |   |

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups      | Elementary/Middle Level |      |         | Secondary Level |      |             | Progress Target |
|---------------------|-------------------------|------|---------|-----------------|------|-------------|-----------------|
|                     | ELA                     | Math | Science | ELA             | Math | Grad Rate** |                 |
| <b>All Students</b> |                         |      |         | v               | v    |             |                 |
| <b>Ethnicity</b>    |                         |      |         |                 |      |             |                 |

|   |  |  |  |          |          |  |
|---|--|--|--|----------|----------|--|
| American Indian or Alaska Native                |  |  |  | -        | -        |  |
| Black or African American                       |  |  |  | v        | v        |  |
| Hispanic or Latino                              |  |  |  | -        | -        |  |
| Asian or Native Hawaiian/Other Pacific Islander |  |  |  | -        | -        |  |
| White   |  |  |  | -        | -        |  |
| Multiracial                                     |  |  |  | -        | -        |  |
| Students with Disabilities                      |  |  |  | -        | -        |  |
| Limited English Proficient                      |  |  |  | -        | -        |  |
| Economically Disadvantaged                      |  |  |  | v        | v        |  |
| <b>Student groups making</b>                    |  |  |  | <b>3</b> | <b>3</b> |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |    |  |  |  |  |    |
|--|----|--|--|--|--|----|
| <b>Progress Report Results – 2009-10</b> |    |  | <b>Quality Review Results – 2009-10</b>                    |  |  |    |
| <b>Overall Letter Grade:</b>             | NR |  | <b>Overall Evaluation:</b>                                 |  |  | NR |
| <b>Overall Score:</b>                    |    |  | <b>Quality Statement Scores:</b>                           |  |  |    |
| <b>Category Scores:</b>                  |    |  | Quality Statement 1: Gather Data                           |  |  |    |
| School Environment:                      |    |  | Quality Statement 2: Plan and Set Goals                    |  |  |    |
| <i>(Comprises 15% of the</i>             |    |  | Quality Statement 3: Align Instructional Strategy to Goals |  |  |    |
| School Performance:                      |    |  | Quality Statement 4: Align Capacity Building to Goals      |  |  |    |
| <i>(Comprises 25% of the</i>             |    |  | Quality Statement 5: Monitor and Revise                    |  |  |    |
| Student Progress:                        |    |  |  |  |  |    |
| <i>(Comprises 60% of the</i>             |    |  |  |  |  |    |
| Additional Credit:                       |    |  |  |  |  |    |

|  |   |
|--|---|
| <b>KEY: AYP STATUS</b>                               | <b>KEY: QUALITY REVIEW SCORE</b>              |
| v = Made AYP   | U = Underdeveloped                            |
| vSH = Made AYP Using Safe Harbor Target              | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP                                 | P = Proficient                                |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed                           |
|  | NR = Not Reviewed                             |

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|  |                    |  |                                       |
|--|--------------------|--|---------------------------------------|
| Network Cluster <b>type here</b>               | District <b>18</b> | School Number <b>576</b>                       | School Name <b>Victory Collegiate</b> |
| Principal <b>Marcel Deans</b>                  |                    | Assistant Principal <b>Claubentz Dieujuste</b> |                                       |
| Coach <b>type here</b>                         |                    | Coach <b>type here</b>                         |                                       |
| Teacher/Subject Area <b>Kena Hazelwood ESL</b> |                    | Guidance Counselor <b>Michelle Legere</b>      |                                       |
| Teacher/Subject Area <b>Pierre Regis ESL</b>   |                    | Parent <b>Patricia Gibbs</b>                   |                                       |
| Teacher/Subject Area <b>Afi Graves</b>         |                    | Parent Coordinator <b>Bobbie-Ann Ware</b>      |                                       |
| Related Service Provider <b>type here</b>      |                    | Other <b>type here</b>                         |                                       |
| Network Leader <b>Terry Byram</b>              |                    | Other <b>type here</b>                         |                                       |

### B. 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                          | <b>2</b> | Number of Certified Bilingual Teachers                   |  | Number of Certified NLA/Foreign Language Teachers              | <b>2</b> |
| Number of Content Area Teachers with Bilingual Extensions |          | Number of Special Ed. Teachers with Bilingual Extensions |  | Number of Teachers of ELLs without ESL/Bilingual Certification |          |

### C. School Demographics

|                                    |            |                      |           |   |              |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | <b>337</b> | Total Number of ELLs | <b>21</b> | ELLs as Share of Total Student Population (%) | <b>6.23%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 herePart II: ELL Identification Process

1.) Identification of prospective ELLs begins with the registration process. At enrollment, the Home Language Identification Survey (HLIS) is administered by the ELL Coordinator to determine LAB/LAB-R eligibility. If the home language is determined to be other than English or if the student's native language is other than English, an informal oral interview in the student's native language is administered by the ELL Coordinator or properly licensed ESL or bilingually licensed pedagogue, with translation and interpretation support as necessary. If the student's home language is English or the student's only language is English, the ELL identification process terminates at this point.

If the student speaks a language other than English and speaks little or no English, then the student is scheduled to take the LAB-R (and LAB for students with a home language of Spanish). LAB testing is administered within 10 days of initial enrollment, as scheduled by the ELL Coordinator in collaboration with administration. Administration of the exams is done by our LAB Coordinator, a bilingually licensed pedagogue. The tests are then hand-scored by the ELL Coordinator. If the student scores at or above proficiency on the LAB-R, the ELL identification process terminates and the student is programmed as a general education student and Non-Entitlement Letter is sent to the parent. If the student scores below proficiency on the LAB-R, the students is designated an ELL and the home language is updated in ATS by the Pupil Accounting Secretary. For Spanish-speaking prospective ELLs, the Spanish LAB is also administered.

Once the LAB-R hand-score reveals that a student is indeed an ELL student, parents are notified using the Entitlement Letter. The ELL Coordinator and Parent Coordinator then collaborate to ensure that parents come into the school in a timely manner to exercise the Parental Option, after an initial ELL Parent Orientation Session in which parents are advised of the three program models offered in New York City, shown the Orientation Video, provided with the ELL Parent Brochure in their native language and given the opportunity to complete the Parent Survey and Program Selection Form. After the Parent Survey and Program Selection Form has been completed, parents are advised of the program offerings at our school. In cases where the parent's first choice aligns with our program offerings and space is available, the student is placed according to parent choice. In cases in which the parent's preference is not available at our school, a Transfer Option is given. In cases in which the parent does not complete and/or return the Parent Survey and Program Selection Form, students are automatically placed Free Standing ESL, the only option our school offers, per CR Part 154. Student placement is once again verified for the parent using the Placement Letter.

Each subsequent year following initial enrollment, ELL students are assessed annually using the New York State English as a Second Language Achievement (NYSESLAT). Each summer, upon receipt of the student test results from the most recent NYSESLAT administration, results are analyzed to determine new student's proficiency levels. Based on these results, parents are provided either with a Continuing Entitlement Letter (for students who did not attain proficiency) on the most recent NYSESLAT administration or with Non-Entitlement/Transition Letter (indicating that the student has scored proficient on the most recent NYSESLAT administration and is no longer designated an ELL student).

2.) At Victory Collegiate High School, a number of structures are in place to ensure that parents are advised of all three program choices for ELLs (Dual Language, Transitional Bilingual Education and ESL) that are available to them. At ELL Parent Orientation Sessions, parents are shown the ELL Parent Orientation Video that is part of the LAP Toolkit. They are also provided with the ELL Parent Brochure and have the opportunity to have any questions regarding the program model options available to them in the city of New York answered by a properly licensed education professional. To ensure that parents are fully apprised of the choices available to them and are capable of making a well-informed choice, parents are then asked to complete the Parent Survey and Program Selection form, prior to being advised of the options available at our school, to ensure that parent choice is not unduly influenced by in-house offerings. In the event that parent choice does not align with in-house offerings, a transfer option is provided, which the parent then has the opportunity to accept or decline. All components of the process are always conducted in the parents native language and all

documentation is provided in the native language as well.

In the fall, two ELL Parent Orientation Sessions are held within the first 30 days of school. For these sessions, letters are sent to parents, along with the Entitlement Letter sent to all newly identified ELL students. Supplemental parent outreach is a collaborative effort between the ELL Coordinator, Parent Coordinator and administration through phone calls made in the native language.

Thereafter, ELL Parent Orientation Sessions are conducted on either an individualized basis at the time of enrollment or scheduled with the parent at the time of initial enrollment for within ten days of initial enrollment.

3.) Entitlement Letters are provided to parents in-person at the ELL Parent Orientation, after viewing of the ELL Parent Orientation Video. Therefore, the majority of letters are returned before the parent leaves the building. In cases in which the parent chooses to take the letter home, the parent, ELL Coordinator and Parent Coordinator come up with an agreed upon return deadline prior to the parent leaving the building. If the parent fails to return the letter by the agreed upon deadline, the ELL Coordinator informs the Parent Coordinator who follows up with the parent by phone at regular intervals to ensure that the letter is returned.

4.) Identified ELL students are placed in ESL instructional programs or advised as to other schools in our area that provide their preferred choice for newly admitted ELL students and based on continuity of programming for continuing ELL students, except where the parent requests otherwise. For newly admitted students, parents are initially advised of all program model choices available to them in the city of New York at either a group or individual Parent Orientation Session in the native language, held within the first ten 10 days of initial enrollment. At these sessions, parents are provided with the parents are shown the ELL Parent Orientation Video that is part of the LAP Toolkit. They are also provided with the ELL Parent Brochure and have the opportunity to have any questions regarding the program model options available to them in the city of New York answered by a properly licensed education professional. To ensure that parents are fully apprised of the choices available to them and are capable of making a well-informed choice, parents are then asked to complete the Parent Survey and Program Selection form, prior to being advised of the options available at our school, to ensure that parent choice is not unduly influenced by in-house offerings. In the event that parent choice does not align with in-house offering, a transfer option is provided, which the parent then has the opportunity to accept or decline. All components of the process are always conducted in the parents native language and all documentation is provided in the native language as well.

Based on parent choice, the student is then placed in the appropriate class based on grade level, language proficiency level and availability.

5.) After reviewing the Parent Survey and Selection forms for the last two years, we have found that most parents of newly registering students have requested Free Standing.

6.) The programs offered at our school are well-aligned to parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| <b>Self-Contained</b>  |   |   |   |   |   |   |   |   |   | 1 | 1  | 1  | 1  | 4       |
| <b>Push-In</b>   |   |   |   |   |   |   |   |   |   | 2 | 2  | 2  | 2  | 8       |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3  | 3  | 3  | 12      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |   |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs                    | 19 | Newcomers (ELLs receiving service 0-3 years) | 18 | Special Education             | 1 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             |    | Long-Term (completed 6 years) | 1 |

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

| ELLs by Subgroups |                         |                        |                        |                        |                        |                        |                                    |                        |                        |                         |
|-------------------|-------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------------------|------------------------|------------------------|-------------------------|
|                   | ELLs (0-3 years)        |                        |                        | ELLs (4-6 years)       |                        |                        | Long-Term ELLs (completed 6 years) |                        |                        | Total                   |
|                   | All                     | SIFE                   | Special Education      | All                    | SIFE                   | Special Education      | All                                | SIFE                   | Special Education      |                         |
| TBE               | <input type="text"/>    | <input type="text"/>   | <input type="text"/>   | <input type="text"/>   | <input type="text"/>   | <input type="text"/>   | <input type="text"/>               | <input type="text"/>   | <input type="text"/>   | <input type="text"/> 0  |
| Dual Language     | <input type="text"/>    | <input type="text"/>   | <input type="text"/>   | <input type="text"/>   | <input type="text"/>   | <input type="text"/>   | <input type="text"/>               | <input type="text"/>   | <input type="text"/>   | <input type="text"/> 0  |
| ESL               | <input type="text"/> 19 | <input type="text"/> 0 | <input type="text"/>   | <input type="text"/>   | <input type="text"/>   | <input type="text"/>   | <input type="text"/> 1             | <input type="text"/>   | <input type="text"/> 1 | <input type="text"/> 20 |
| Total             | <input type="text"/> 19 | <input type="text"/> 0 | <input type="text"/> 1             | <input type="text"/> 0 | <input type="text"/> 1 | <input type="text"/> 20 |

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

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Chinese  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Haitian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

**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    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

## 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      |          |          |          |          |          |          |          |          |          |          |          |          | 1        | 1         |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Arabic       |          |          |          |          |          |          |          |          |          |          | 1        |          |          | 1         |
| Haitian      |          |          |          |          |          |          |          |          |          | 6        | 4        | 3        | 5        | 18        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>TOTAL</b> | <b>0</b> | <b>6</b> | <b>5</b> | <b>3</b> | <b>6</b> | <b>20</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

#### Programming and Scheduling Information

1.) All of our General Education and Special Education ELLs travel in blocks. These blocks then travel as cohorts to each of the departmental content area courses. Our general education ESL classes are grouped heterogeneously using various data sources (NYSESLAT, Regents and RCT Assessment results and other anecdotal teacher input) used to make programming decisions. In ESL classes, instruction is provided either in a co-teaching model by an ESL-ELA licensed teaching team or by an individual ESL licensed teacher in a pull-out group, with variation between the two determined by the demands of the curriculum in various classrooms.

2.) Staff is organized to ensure that all ELL students in all program models receive the mandated number of ESL/ELA/NLA instructional

minutes per CR Part 154 with properly licensed faculty per CR Part 154. All students receive a daily 72 minute literacy (ESL/ELA) block delivered by either an ESL licensed teacher or by a ESL-ELA teaching team.

3.) Students in our ESL program model content area instruction in delivered primarily in English using ESL strategies to scaffold instruction to aid comprehension by ELL students. In ESL content area classes, students also receive native language support as necessary to facilitate comprehension and equitable access to grade level curriculum. Approaches include the use of TPR, Schema building, Bridging, Modeling, hetero and homogeneous grouping, guided reading and Scaffolding.

4a) We currently do not have any SIFE designated students.

4b) Newcomer students are served through the use of multiple interventions designed to address not only their academic needs but their socio-emotional ones as well. The needs of Newcomer students are currently being addressed through a number of both infrastructural and instructional protocols. These students receive extension first language support both in the form of 300 minutes per week of intense homogeneously grouped instruction aligned to the ESL/ELA curriculum as well as in content area classes designed to provide these students with equitable access to grade level content. Mixed into these classes are lessons designed to help in the acculturation and assimilation of norms they are facing in their new home. They are also partnered with an earlier arriving ELL who is charged with helping them navigate the school and translate as needed both in and outside of class. In order to make sure that these higher level students do not suffer in their own development these relationships are monitored through check-ins with the students themselves and their content teachers.

Because NCLB now requires that ELL students take the ELA Exam after one year, starting at the beginner level, our ESL curriculum are designed to align with the ELA curriculum and NYS Standards and Scope and Sequence in ELA in each grade level, while addressing developmentally appropriate language acquisition benchmarks for our newcomer ELL students.

For our Newcomer students, ESL curriculum is set up to closely parallel the grade-appropriate ELA curriculum. Students are expected to demonstrate mastery of grade-appropriate literacy skills that students will need to perform successfully on the ELA Exam, with the goal of providing structured opportunities to facilitate skill transfer from the L1 to the L2 through explicit instruction in both skills:

- high volume reading and writing
- reading strategies
- the writing process
- writing skills
- cognates and vocabulary development
- listening comprehension skills
- genre-based reading and writing
- word study and accountable talk)

as well as in the meta-cognitive skills required to facilitate skill transfer.

While transferable skills are taught in tandem in both ESL and ELA, ELA instruction will focus primarily on the cultivation of the skills themselves, while ESL instruction will focus on explicit instruction in the language skills needed to demonstrate mastery of transferred skills into English through the use of Language Objectives in addition to Content Objectives in the literacy classrooms and a station-based instructional modeled using varied, flexible grouping designed to systematically address the linguistic demands of grade-appropriate literacy content in all four modalities. All instruction is supported by visual supports and instructional technology, including: SmartBoards, Laptops and Streaming instructional videos (in both the L1 and the L2). Stations will include:

- a self-directed, Oral Proficiency Development Station progressing from partner-practice of basic conversations to develop BICS to the use of self-monitored accountable talk protocols using sentence-starters to discuss content area material and skills
- a self-directed Listening Station using independently monitored guided reading using leveled texts and progressing to practice of real-time listening comprehension skills using pre-recorded dictogloss activities, supported by graphic organizers for note-taking and eventual artifact production
- a differentiated, self-directed Word-Work/Reading focusing on phonics, vocabulary and orthographic skill development,

progressing to on-level, independent reading in the target language

4c.) We have no ELLs who fall into this category.

4d/e.) We have one student who matches this criteria; she is also our only dually designated ED and LTELL student. A data analysis has revealed that our LTELL population of 1 student at the time of writing, currently in their sixth year of service, struggles most with writing. The special needs of this student are targeted through careful data analysis to target areas of weakness, which then can be specifically addressed as instructional goals integrated into the student’s IEP. The needs of this population are being targeted both through ongoing professional development for staff and through the use of research-driven instructional strategies geared toward moving these students toward proficiency, with a focus on writing skills development. To this end, this subpopulation is currently one of the focuses of our ELL Collaborative Inquiry Team. At the time of writing, several targeted interventions are being piloted and/or are planned for piloting to address the needs of this unique subpopulation. Targeted plans for her include:

- use of Language Objectives in addition to Content Objectives across the curriculum
- professional development for content area teachers in the use of Language Objectives
- professional development for content area teachers in making sure literacy instruction for ELLs and appropriate scaffolding for ELLs is infused across the curriculum
- an explicit, universal protocol to target the distinction between academic and non-academic registers in oral production (based on work by Wheeler, Freeman and Yamamoto regarding code-switching, explicit oral grammar correction and the deep connection between oral proficiency in various registers and writing)
- an explicit, universal protocol for oral grammar correction (based on the work of Yamamoto)
- explicit instruction in Tier Two vocabulary development using the 7-steps approach (based on the work of Calderon and Bear)
- integration of persuasive and expository essay writing into the content area curricula
- cross-curricular units of study
- use of math journals in math classes to facilitate non-fiction, process-based writing
- use of graphic organizers designed scaffold the writing process for ELL students
- use of graphic novels and cartoons to support inference and higher-order thinking skills
- emphasis on the use of non-fiction read-alouds across the content areas
- use of NYSESLAT writing rubrics to evaluate student writing during the expository and persuasive writing units
- use instructional technology, including SmartBoards, Laptops, online based language acquisition software and streaming instructional videos across the curriculum to enhance student engagement
- explicit instruction in accountable talk protocols
- collaborative coaching by the ELA, Special Education and ELL coaches

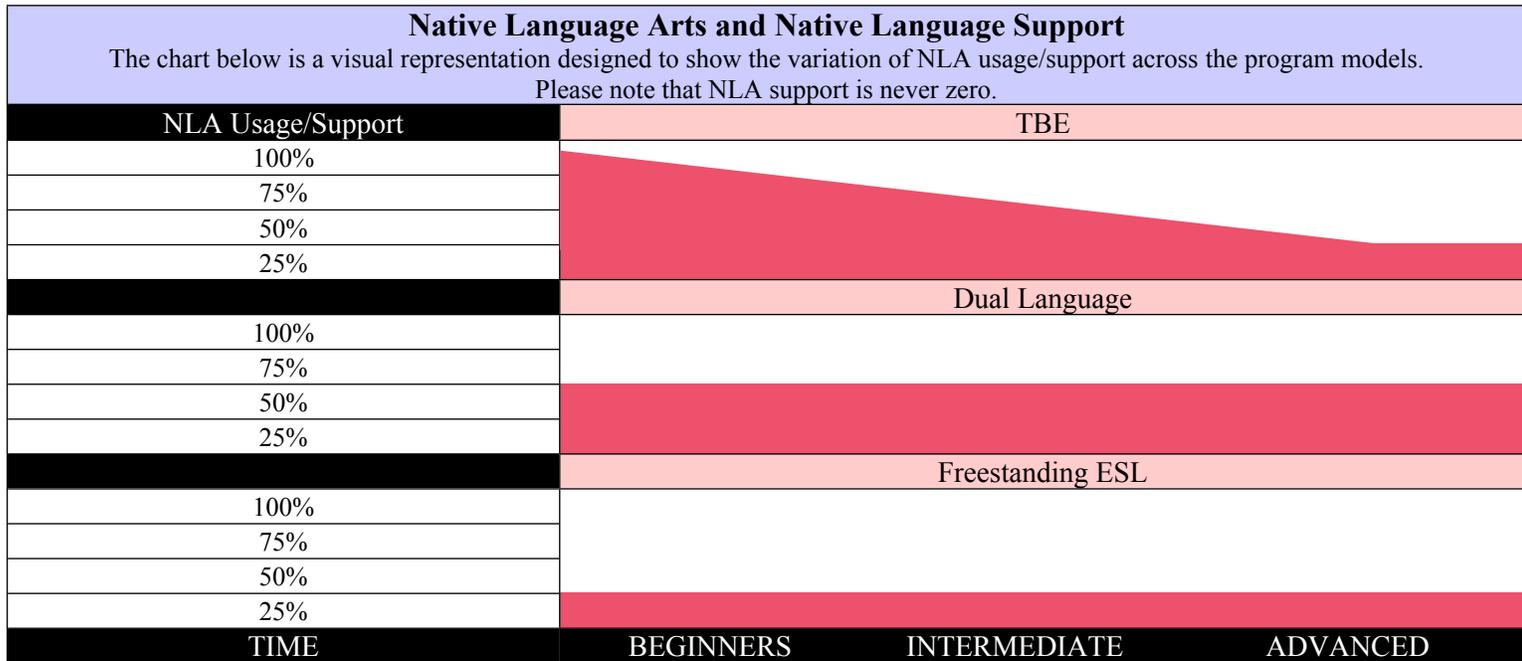
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

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

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

|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |

|  |                    |                    |                    |
|--|--------------------|--------------------|--------------------|
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |
|--|--------------------|--------------------|--------------------|



**B. Programming and Scheduling Information--Continued**

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5) A variety of targeted interventions are in place for our various ELL subpopulations:

- Push-in of Licensed into classes identified to be the most challenging for our ELLs through surveying both the instructors and the students themselves, these include: Economics, Living Environment and Global History. These services include but are not limited to the translation or content into L1 as well as provision of additional materials to both help explain as well as help reinforce understanding.

6) In order to provide continuing transitional support for 2 years to ELLs after having attained proficiency on the NYSESLAT, a number of structures are in place:

- implementation of additional English Acquisition support classes (5 periods/week) with a literacy focus for all ELLs with a specific eye towards passing the ELA Regents.
- all staff are provided with data sheets and training on the use of data to identify students in their classes who have attained proficiency on the NYSESLAT within the last three years, with modality pair breakdowns
- all staff are familiarized with Testing Modification for LEP Students, up two and including two years post-proficiency
- all staff are trained and encouraged to prepare students to make use of the accommodations available to them by offering these accommodations throughout the year
- empowering Transitioning ELLs in heterogeneous classrooms to take on leadership positions when varied, flexible grouping is used, when appropriate
- coordinated planning by the ESL and ELA departments
- collaborative ELA/ELL coaching
- ongoing professional development for content area teachers school wide on supporting literacy and ELL scaffolds in the content area classroom

7) Several new programs and improvements are planned or have already begun being implemented this year. These innovations include:

- weekly ELL Curriculum Planning meeting
- weekly ELL Collaborative Inquiry Team meeting
- increased selectivity in adopting targeted interventions
- improved alignment of ESL and ELA curricula
- use of ELL Periodic Assessments
- integration of Language Objectives in all lessons across the curriculum, with ongoing professional development
- Smart Boards in all ELL classrooms
- use of Core Knowledge Sequence Teacher Guides as a guide to

8) N/A

9.) ELLs are afforded equal access to all school programs in our building. All aspects of these programs from initial flyers and

informational letters are always produced in both English and Hatian-Creole simultaneously. Likewise, all after-school and supplemental programs available to our students, including after-school offerings are designed and administered in ways designed to provide equal access to all students regardless of language background. Many programs are administered by bilingual staff and all staff receive ongoing professional development in making content comprehensible to ELLs. This training provides all staff members with ELL strategies that can be employed regardless of content – academic, athletic, creative or otherwise. After-school and supplemental programs currently offered in our building include:

- Basketball Team
- Soccer Team
- Football Team
- Bowling Team
- Volleyball Team
- After-School support offered by individual teachers in Math and ELA
- Tutoring for the Math Regents
- Tutoring for the Science Regents
- School Musical (TBD)

10.) Victory Collegiate is able to ensure equitable access to the curriculum for ELLs across all content areas through the use of carefully selected instructional materials designed to offer native language support, scaffolding through developmentally appropriate target language resources, and instructional technology, including:

#### Instructional Technology (Hardware & Software)

- SmartBoards in every classroom
- listening stations in all ELL content area classrooms
- laptops carts for classroom use of computer-based instructional resources

#### Instructional Textbooks & Library Materials

- Leveled Libraries in all ELA, ESL classrooms
- Longman Social Studies Text and workbooks.
- The Americans, Spanish Translation and workbook
- In-House, Custom Made Instructional Materials and Adapted Texts Materials aligned to the independent and instructional reading level of students based on individual student reading level

#### Supplemental, ESL Strategies, Differentiation & Professional Resources

- Renzulli Learning
- TPR
- StudyIsland
- Varied & Flexible Grouping
- Adapted Text
- In-house cross-curricular units
- Graphic Organizers
- Process Charts
- Math Manipulatives
- use of Core Common Curriculum Standards 9-10 and 11-12 as a guide to differentiation for teachers
- project and inquiry-based learning in the content areas

11.) In our Freestanding ESL program model Native Language support is available and is never zero. For students in ESL programming, native language support is offered through:

- native language leveled trade books as part of classroom libraries across the content areas
- supplemental programs and targeted interventions with Spanish components Renzulli and study island
- supplemental Hatian-Creole and Spanish for Native Speakers instruction for students in ESL programming identified as students who would benefit from native language instruction to facilitate skill transfer

12.) Our delivery of mandated services for ELLs and the resources used in these programs are carefully selected to be developmentally appropriate based on students' age and grade levels. Instruction is designed to ensure equitable access to the appropriate grade-level curriculum for all students. Practices in place to ensure equity include:

- use of the native language in all program models to enhance higher-level access to the curriculum
- use of leveled trade book libraries in content area classrooms to provide multiple access points to grade level content
- instructional technology with smart differentiation features (Renzulli, Studyisland)

13.) In order to assist newly enrolled ELL students before the beginning of the school year, we offer a number of opportunities for students and parents to visit the school and have any questions they may have answered. These opportunities include: open-houses, new student orientations and parent orientations. For first time admits, ELL Parent Orientation Sessions are also conducted to advise parents of their program options in New York City, view the ELL Orientation Video, complete the HLIS and Parent Survey & Program Selection form.

14) Spanish and French are offered to our ELLs

### C. Schools with Dual Language Programs

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

School with Dual Language Programs

This section does not apply as we do not have a Dual Language program at our school this year.

### D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

1. Victory Collegiate High School offers extensive ongoing professional development for all ELL personnel at the school.

2 As our 12th graders prepare for college, staff is supported in assisting ELL students in making a smooth transition through:

- the use of advisory time in ELL classes for explicit instruction in effective use of college directories, with a particular focus of identifying schools that are a good match based on individual student data and program offerings relevant to ELLs
- use of advisory time to assist all grades in developing SMART Goals aligned to their high school education and beyond
- familiarizing 12th grade students with their individual data profile and its role in the college admissions process
- empowering ELL students to take on greater ownership of their education by familiarizing 12th grade ELL students with the meaning of their status as an ELL and its technical implications in college (i.e., implications of the NYSESLAT proficiency level on their high school program, per CR154) and testing modifications to which they are entitled as ELL students
- parent workshops on demystifying the college Application Process, specifically targeting the needs of ELL students and their families
- collaboration between their guidance and college and career counselors and ELL Coordinator in identifying colleges with program offerings well-aligned to individual student needs
- availability of small group and individualized sessions with the guidance counselor with translation and interpretation support available
- availability of all school correspondence regarding all aspects of the high school to college transition in the preferred language of both the student and parent(s)

- opportunities for students to gain college credits in high school through participation in the College Now program
- field trips to universities and colleges

3.) All staff (including non-ELL teachers) receive the minimum 7.5 hours of ELL training as per Jose P. ELL training for all staff in conducted by the ELL Coordinator for 20 minutes monthly at the faculty Opportunity to Learn (OTL) meeting, leading to 3 hours of training in this format over the course of the year. Additionally, the ELL Coordinator ensures that non-teachers of ELLs (who are not part of the regular professional development plan for ELL personnel) participate in an additional 4.5 hours of professional development for ELLs over the course of the year, documented through individual/small group coaching logs and/or the completion of the in-house Professional Development Form for relevant offsite training.

## E. Parental Involvement

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

### Parental Involvement

1.) Parents are involved at our school on many levels. Our school is 2.63% ELL at the time of writing. Parents of ELL students participate in the following:

- ELL Parent Workshops provided by our Parent Coordinator
- High School Transition Workshops for ELL Parents
- Scholars/Progress Celebrations
- Parent-Teacher Conferences
- School Leadership Team
- Curriculum Night
- PTO
- NYSESLAT Proficiency/Progress Award Ceremonies
- open-houses

2.) We do not currently have any such CBO affiliations.

3.) The needs of parents are evaluated using both data and ongoing communication with parents. Parental needs are identified through:

- constant communication between the Parent Coordinator and parents
- school staff who are themselves parents and residents of the local community
- review of BESIS data, with a focus of the Parental Option
- review of Parent Survey & Selection Form data
- School Progress Report
- Learning Environment Survey
- School Quality Review
- comparative analysis of parent attendance data at various workshops and other involvement opportunities
- direct communication with parents via the SLT, PTO, and other parent involvement opportunities (i.e., Breakfast with the Principal)
- previous year's attendance data
- attendance data at Parent-Teacher Conferences & Meet The Teacher Night
- suspension data
- careful investigation and evaluation of parental requests that are not well aligned with research

4.) How do your parent involvement activities address the needs of parents?

Parent involvement activities are geared toward empowering parents as well-informed educational advocates and role models for their children and providing parents with positive and culturally and linguistically affirming opportunities to participate in their children’s education. All parent involvement opportunities include translation and interpretation support. To this end, this year parent involvement activities designed to empower parents as well-informed educational advocates and role models will focus on:

- supporting literacy development at home
- use of ARIS Parent Link
- supporting psychological and cognitive development at home
- supporting character development at home
- cultivating healthy and research-supported conceptions of personal identity, with an emphasis on bilingualism, biculturalism and bi-literacy
- providing parents
- creating differentiated avenues for parents to provide input such as the adoption of ImpactED this year
- education for parents on state policies and procedures, with a focus on ELL mandates
- education on specific topics in which parent request are not well aligned to research, with a focus on helping parents better understand pedagogical decision making from a theoretical perspective, with a focus on ELLs
- education on Second Language Acquisition
- education on Multi-Cultural education and identity development

In addition to ceremonies recognizing achievement and progress already in place, parent involvement activities targeting ELL geared toward providing parents with positive and culturally and linguistically affirming involvement opportunities, will focus on opportunities with the following characteristics:

- hands-on opportunities to collaborate in meaningful learning with the child
- low-linguistic demand activities
- consistent availability of supplemented by translation and interpretation support
- opportunities to for students to have a voice in what learning experiences they would like to share with their parents
- a focus on public service with a focus on the environment as a family (i.e., beautifying the school or local community with plants)
- a focus on hands on, inquiry-based learning in math and science (i.e., science experiments you can do at home)
- a focus on public service through the arts as a family (i.e., beautifying the school)
- a focus on limited time commitment and scheduling conducive to parent availability

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   | 6 | 3  | 1  | 3  | 13    |
| Advanced (A)  |   |   |   |   |   |   |   |   |   | 1 | 1  | 3  | 2  | 7     |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 4  | 4  | 5  | 20    |

### NYSESLAT Modality Analysis

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

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

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

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

| NYS Social Studies |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|
|--------------------|--|--|--|--|--|--|--|--|--|

|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 5                            |         |    |         |    |         |    |         |    | 0     |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>Spe Ed |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam     |                            |                 |                             |                 |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                                 | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                                 | English                    | Native Language | English                     | Native Language |
| Comprehensive English           | 4                          |                 | 2                           |                 |
| Math                            |                            | 1               |                             | 1               |
| Math                            |                            |                 |                             |                 |
| Biology                         |                            |                 |                             |                 |
| Chemistry                       |                            |                 |                             |                 |
| Earth Science                   |                            |                 |                             |                 |
| Living Environment              | 3                          |                 | 2                           |                 |
| Physics                         |                            |                 |                             |                 |
| Global History and<br>Geography |                            |                 |                             |                 |
| US History and<br>Government    | 3                          | 1               | 2                           | 1               |
| Foreign Language                |                            | 4               |                             | 4               |
| Other                           |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| NYSAA ELA                       |                            |                 |                             |                 |
| NYSAA Mathematics               |                            |                 |                             |                 |
| NYSAA Social Studies            |                            |                 |                             |                 |
| NYSAA Science                   |                            |                 |                             |                 |

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

## Part VI: LAP Assurances

- 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?

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
|              | Principal            |           |                 |
|              | Assistant Principal  |           |                 |
|              | Parent Coordinator   |           |                 |
|              | ESL Teacher          |           |                 |
|              | Parent               |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Coach                |           |                 |
|              | Coach                |           |                 |
|              | Guidance Counselor   |           |                 |
|              | Network Leader       |           |                 |
|              | Other                |           |                 |

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN:** \_\_\_\_\_

*All Title I SWP schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

|   | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|-------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  |               |              |       |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   |               |              |       |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: |               | *            |       |
| 4. Enter the anticipated 10% set-aside for Professional Development:  |               | *            |       |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>"Conceptually" <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) |    |     | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY'11<br/>school allocation amounts)</i> | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>2</sup> of<br>each program whose funds are consolidated.<br>Indicate page number references where a related<br>program activity has been described in this plan. |           |
|-------------------------|--|---|----|-----|--|---|-----------|
|                         |  | Yes   | No | N/A |  | Check (✓)   | Page #(s) |
| Title I, Part A (Basic) | Federal  | ✓   |    |     |  | ✓   | 2,3,4     |
| Title I, Part A (ARRA)  | Federal  | ✓   |    |     |  | ✓   | 2,3,4     |
| Title II, Part A        | Federal  |   |    |     |  |   |           |

<sup>1</sup> **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

|                   |         |  |  |  |  |  |  |
|-------------------|---------|--|--|--|--|--|--|
| Title III, Part A | Federal |  |  |  |  |  |  |
| Title IV          | Federal |  |  |  |  |  |  |
| IDEA              | Federal |  |  |  |  |  |  |
| Tax Levy          | Local   |  |  |  |  |  |  |