

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: VICTORY COLLEGIATE HIGH SCHOOL

DBN (i.e. 01M001): 18K576

Principal: MARCEL D. DEANS

Principal Email: MDEANS@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kerry-Ann Elliott	*Principal or Designee	
Jamali Moses-Wynn	*UFT Chapter Leader or Designee	
Detreia Glover	*PA/PTA President or Designated Co-President	
Catherine Anderson	DC 37 Representative, if applicable	
Isaiah Springer Tiah Miller	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Audrey White	Member/ Parent Representative	
Donna Crossfield	Member/ Parent Representative	
Letitia Bridgeman	Member/ Parent Representative	
Molly Grey	Member/ Parent Representative	
Sheena Garwood	Member/ Staff Representative	
Jolon Shields	Member/ Staff Representative	
Danielle Merker	Member/ Staff Representative	
Ashraya Gupta	Member/ Staff Representative	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 65% of 11th grade students will have met their graduation requirement in science by passing the Living Environment Regents exam, increasing by 16% (moving from 49% to 64%) in SY'2013-14.

Comprehensive Needs Assessment

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

After conducting a three-year trend analysis of previous cohort first time Regents pass rates for the Living Environment exam, it was determined that there was a significant drop in performance for this cohort (Cohort Q) in 2012-13. Also, given the fact that successfully passing this exam is a graduation requirement, 49% falls well short of our most recent 4 year graduation percentage of 86.5% as evidenced by the 2012-13 NYC School's Progress Report. As a result, we have made progress, in this particular metric, a priority goal for this school year.

Instructional Strategies/Activities

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

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

- Teacher to Teacher Support:** Professional Learning Communities will be developed in the form of content cluster and grade teams. Departments will engage in three primary learning cycles: "Looking at Student Work" protocols, instructional learning rounds, and curriculum design and revision. Each teacher team will be led by a teacher team leader who will work with other team leaders across disciplines to identify and work to address negative trends, while highlighting student and teacher areas of strength. Teacher teams will also conduct learning rounds, visiting classrooms to provide feedback to colleagues around the areas of teacher effectiveness that are evident, along with those requiring further development. Inquiry cluster team members will bring findings back to their individual grade teams to support the development of interdisciplinary tasks that speak to the CCLS for that grade
Target Population(s): Teams of Teachers working with all grade levels, including the 11th grade teachers and science department.*
- Student Support Programs:** Students will participate in mock Regents in preparation for Jan retakes and June exam sittings. In addition, teachers will work with students to create action plans; identifying areas of concentration for students to focus on individually using examination prep books and benchmark assessment data. Action plans will be shared with student advisors and their families. Students will be enrolled in Saturday School to continue to work towards mastery.
Target Population(s): Teachers with courses terminating in a Regents exam, in particular the current 11th grade science team (Lead, ESL and Instructional support teacher.*

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

- Responsible Staff Members:** Administrative Team (Principals and APs), Coaches, Data Specialist and Teacher Team Leaders.*
- Responsible Staff Members:** Coaches, Data Specialist and Science Inquiry Cluster.*

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

- Targets:** Common curricular planning tool utilized across disciplines and grades. Artifacts of teacher team learning in the form of protocol reflections, observation notes, professional development journals. Establish benchmark assessments to track student progress and implement mastery-based grading system.*
- Targets:** Administer Mock Regents benchmark assessments and tailor Saturday School curriculum and rosters to meet demonstrated student needs.*

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

- Implementation Timeline:** September 2013 through June 2014.*
- Implementation Timeline:** December 2013 through June 2014.*

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

- Online mastery-based grading tool, JumpRope. Shared curricular resources using Google Drive. ARIS Learn to guide goal-setting and observation cycles. Shared*

- Wednesday staff development sessions. Weekly leadership team meetings to reflect and revise inquiry work.
- 2. Saturday School sessions in terms 2 and 3, leading to January and June Regents examinations. After school support services.

Strategies to Increase Parental Involvement

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

- *Each grade level team and department team will share the responsibility to work with the C.A. team (on a rotating basis) to create a unified message to students and their families. The unified message will convey their curricular goals/academic expectations and will be sent home in the monthly school mailing.*
- *Individual Action Plans will be generated and sent home to parents so they too are aware of areas of deficiency in regard to their child's previous performance on the regents' exam.*
- *Advisors will serve as the primary point of contact for parents and families.*

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 60% of 9th grade students will have met their graduation requirement in mathematic as measured by the number of 9th grade students passing the required NYS examination in Mathematics increasing by 10% (moving from 50% to 60%) in SY'2013-14.

Comprehensive Needs Assessment

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

After conducting a three-year trend analysis of previous cohort credit acquisition in their first year within the school, it was determined that there was a significant drop in performance for the freshmen cohort in 2012-13. As a result, we have made progress, in this particular metric, a priority goal for this school year.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

- Aligning and refining data-informed curriculum through the use of a mastery-based grading system, item analysis of formative, summative, and periodic assessments, and protocols for discussion of student and teacher work.*
- Extend the reach of the classroom through academic intervention services, Saturday School, and advisory-embedded tutorials.*

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

- Math cluster team, Leadership Team, Testing Coordinator, Coaches.
- Leadership Team and inquiry clusters.

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

- Teachers will work collaboratively to develop curriculum embedded DYO assessments. Creation of disaggregated spreadsheets for Special Education and ELL students. Teachers in math cluster 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. Teachers will complete item analysis on formal assessments to determine adequate progress in a course and or need for intervention. Staff development on data and authentic assessment. Network mathematics coach. ISA professional development sessions for math department.*
- Teachers will design academic intervention and independent study programs to address students not meeting minimal credit requirements. Teachers will conduct case conferencing for student in the bottom one-third to target instruction and performance. Allocate resources to provide and support extended learning opportunities and materials.*

4. Timeline for implementation and completion including start and end dates

- Implementation Timeline: September 2013 through June 2014.*
- Implementation Timeline: September 2013 through June 2014.*

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

- Wednesday professional development sessions and biweekly mathematics cluster team common planning sessions, use of ARIS data and bottom third calculations, periodic assessment data.
- Grade team meetings to identify target students for academic intervention services, advisory observation and support, Saturday School programming.

Strategies to Increase Parental Involvement

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

- The Community Affairs Team and Culture Office will create a monthly newsletter. Each grade level team and department team will share the*

responsibility to work with the C.A. team (on a rotating basis) to create a unified message to students and their families. The unified message will convey their curricular goals/academic expectations and will be sent home in the monthly school mailing. The newsletter will also be distributed to students in classes and a school message reminding families to read the newsletter will be sent to follow up.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By January 2014, 100% of our English, Science, Social Studies and Math teachers will, plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts as appropriate within their content and curricula as required by the Common Core Shifts.

Comprehensive Needs Assessment

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

The Citywide Instructional Expectations establish the importance of shifting classroom practice in keeping with the six mathematics shifts and six ELA/Literacy shifts identified by the New York State Department of Education. As a school, we recognize the importance of ensuring rigorous education for all students, while simultaneously working to meet the needs of all students. Curriculum is developed to include multiple entry points for children at every level and allows for authentic work that asks for understanding of text and providing thoughtful responses.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

The school assesses the needs of all students and uses methods that are differentiated to meet those needs. Teachers adhere to a group of processes that reinforce effective teaching and learning to ensure continuity between classes and grades. These processes inform our work including curriculum development, classroom procedures, reflective practices, assessment, and depth of questioning. The staff meets during weekly professional development meeting as well as grade level meetings and content teams to discuss best practices, review student work and develop curriculum.

Creation and development of curricula Tasks:

Three times a year, all classroom teachers will develop and implement tasks to assess children's understanding of curricula ideas and thinking..

Target Population: All students

6. Professional Development: *Weekly staff sessions on Wednesday afternoons, with a differentiated curricula for teachers at various stages of development. Topics will include, but are not limited to: Common Core Standards, differentiation, questioning techniques, direct instruction, conferencing, observation and documentation, assessment and revision, curriculum development, descriptive review.*
7. Creation and Development of Curricula Tasks: *Twice a year, grade teams will engage in interdisciplinary project-based modules aligned to Common Core standards. During the course of the year, all classroom teachers will work to develop and implement tasks to assess children's understanding of curricula ideas and thinking. After assessing student work, teachers make adjustments to instructional practice to support each child through their continuums in mathematics. These tasks will be created by each cohort and monitored periodically during professional development and content cluster meetings to further refine. All tasks will be designed to ensure they meet the standards established by the Common Core Standards.*

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

1. *Responsible Staff Members: Administrative Team (Principals and APs), Coaches, and Teacher Team Leaders.*
2. *Responsible Staff Members: Administrative Team (Principals and APs), Grade Team, Coaches, Teacher Team Leaders, CBO Partners.*

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

1. Implementation of shared best practices as evidenced by instructional learning rounds and shared curricular resources.

- 2. Interdisciplinary project-based module in first term with CCLS-aligned rubrics and tasks.
- 4. Timeline for implementation and completion including start and end dates**
- 1. *Implementation Timeline: December 2013 through June 2014.*
- 2. *Implementation Timeline: December 2013 through June 2014.*
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Danielson Framework for Teaching, National School Reform Faculty protocols, extended block schedule.
- 2. Common planning time for cluster inquiry teams, weekly grade team meetings, professional development sessions to support Common Core implementation.

Strategies to Increase Parental Involvement

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

The Community Affairs Team and Culture Office will create a monthly newsletter. Each grade level team and department team will share the responsibility to work with the C.A. team (on a rotating basis) to create a unified message to students and their families. The unified message will convey their curricular goals/academic expectations and will be sent home in the monthly school mailing. The newsletter will also be distributed to students in classes and a school message reminding families to read the newsletter will be sent to follow up.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, the college readiness index for Black males, which have historically been under-represented in college, will be increased by 2%.

Comprehensive Needs Assessment

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

Quantitative, specifically guidance counselor logs and reports, and qualitative data including students transcripts, scholarship reports, and the college readiness metric from the 2011-12 Progress Report, reveal that the majority of the students who are enrolled in our college readiness courses do not pass the corresponding exam. School data from 2011-12 reveals that less than 25% of the students enrolled in the advanced placement courses in the school.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

6. Professional Development: Hiring of a PD consultant (Director of Teacher Talent) to work with the administrative team to support teachers to incorporate the Common Core Learning Standards into their curriculum and to support teaching and learning for staff.
7. College and Career Readiness Advisory: *Students in grades 11 and 12 are assigned to college and career readiness advisories to support their college readiness in small groups on a daily basis.*
8. Integration of College Outreach, SAT Preparation, and Career Counseling: Hiring of a Director of Post-Secondary Planning to individualize support for students and to guide the work of advisors and the administrative team in the areas of post-secondary planning for students.

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

1. Administrative Team, Director of Teacher Talent, Leadership Team
2. Administrative Team, Culture Office, Associate Head of School Life & Student Empowerment, Grade Teams
3. Administrative Team, Community Affairs office, Director of Post-Secondary Planning, Advisors, Upper School Liaison, Grade Teams

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

1. Using interim assessments to monitor and revise curriculum; using rubrics with the language of the standards to provide specific feedback to students on their work; use of student data to plan and set goals; and the creation of performance based assessments.
2. Registration of all 11th and 12th grade students for respective SAT and Act administration dates, completion of CUNY application for 12th grade students during first term, SAT and ACT preparatory sessions in advisory, implementation of AVID Resources and curricula to support college readiness in advisory.
3. Senior meetings to establish college readiness goals for individual students and track progress towards graduation and college acceptance, identification of safety, reach, and match schools for 11th and 12th grade students, visits to local colleges by 9th and 10th grade, Victory Day College trips.

4. Timeline for implementation and completion including start and end dates

1. Implementation Timeline: August 2013 to June 2014
2. Implementation Timeline: September 2013 to June 2014
3. Implementation Timeline: October 2013 to June 2014

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

1. Wednesday afternoon PD sessions, Leadership Team weekly meetings
2. AVID curricula and resources, Kaplan SAT program, weekly grade team meetings
3. Weekly Community Affairs meeting, scheduled senior meetings, Coordinator of Special Programs and Partnerships

Strategies to Increase Parental Involvement

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

The Community Affairs team will develop a monthly mailing to parents and families, messaging ways to support students in their academic habits and development. Parents will be notified of Saturday School, student progress, and academic intervention services through mail and phone messenger. In addition, a Senior Brunch for

parents and families will be held once every term to support parents through the college application process, including financial concerns.

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
6.
- **Key personnel and other resources used to implement each strategy/activity**
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- **Timeline for implementation and completion including start and end dates**
1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	72 minute/60 minute extended literacy block; Saturday School; AVID advisory tutorials; writing workshops; academic intervention services	Small group, tutoring	During school day; 6 Saturday sessions during the winter term and 6 Saturday sessions during the spring term. AVID tutorials during the school day. Academic Intervention Services offered after school between release of progress reports and end of each term.
Mathematics	72 minute/60 minute extended block; Saturday School; AVID advisory tutorials; academic intervention services	Small group, tutoring	During school day; 6 Saturday sessions during the winter term and 6 Saturday sessions during the spring term. AVID tutorials during the school day. Academic Intervention Services offered after school between release of progress reports and end of each term.
Science	72 minute/60 minute extended block; Saturday School; AVID advisory tutorials; academic intervention services	Small group, tutoring	During school day; 6 Saturday sessions during the winter term and 6 Saturday sessions during the spring term. AVID tutorials during the school day. Academic Intervention Services offered after school between release of progress reports and end of each term.
Social Studies	72 minute/60 minute extended block; Saturday School; AVID advisory tutorials; academic intervention services	Small group, tutoring	During school day; 6 Saturday sessions during the winter term and 6 Saturday sessions during the spring term. AVID tutorials during the school day. Academic Intervention Services offered after school between release of progress reports and end of each term.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Evaluations; mandated counseling; Peer Mediation, Restorative Justice Counseling, School Social Worker, School Psychologist	<ul style="list-style-type: none"> ▪ Individual counseling ▪ Group counseling ▪ Small group tutoring and counseling ▪ Parent outreach ▪ Academic Counseling ▪ Referrals ▪ College and Career Counseling. 	During the school day.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> o <i>Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers across all grade levels.</i> o <i>The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.</i> o <i>Teacher Mentors are assigned to support struggling and un-qualified teachers.</i> o <i>Weekly Staff Professional Development to support teacher development.</i> o <i>Title I monies are assigned to support un-qualified teachers work towards certification completion.</i> o <i>School's strategic partners (Institute for Student Achievement and Generation Schools Network) help to advertise vacancies, along with supporting recruitment and vetting of potential hires</i>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Weekly shared staff professional development sessions, guided by Director of Teacher Talent, informed by Leadership Team and teacher leaders. • Weekly Leadership Team meetings for inquiry cluster team leaders to support the development of teacher leaders through workshops. • Outreach to partner programs, including but not limited to: Facing History and Ourselves, ISA, AVID, Classroom Inc., AVENTA.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p><i>As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, ARRA RTTT (Citywide Instructional Expectations-Tax levy) funds, NYSTL (Tax levy) funds and human resources to implement this action plan from Sept. 2013-August 2014 as indicated below:</i></p> <ul style="list-style-type: none"> • <i>Supervisor per session (2 days per week) Fair Student and Title I)</i> • <i>Professional instructional materials to support curriculum development during the regular school day. (Title I)</i> • <i>Consumable instructional materials for use during extended day programs. (Title I)</i> • <i>Teacher per session (3 days per week) for after school programs and differentiated professional development (Title I).</i> • <i>Teacher per session (6 Saturdays prior to the January and June administrations) for targeted Regents prep (Title I)</i>

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Biweekly cluster meetings allow content clusters to review student data and make informed decisions regarding assessment.

Grade team meetings allow advisors and grade team to review student progress and determine course of action. Teacher leaders for grade team and content cluster meet weekly at Leadership Team to discuss and communicate findings with Administrative Team, allowing for open communication throughout the process.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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 (Advisor-Led and Student-Led Conferences, Curriculum Night, ELL Parent Evenings, International Potluck Dinner, Parent Arts Night, our Annual Talent Show, and our Annual Honor Society Induction and Awards Ceremony) and committees (School Leadership Team, Parent Association, and our Title 1 Planning Committee).

The Parent Association has an outreach plan to address the needs of all parents through regular monthly parent meetings and workshops. The PA has been steadfast in its efforts towards soliciting parents of all grade levels and ethnicities to continue fostering better communication between the teaching staff and families. All parent-teacher conferences have an evening component and an afternoon component to accommodate parents and guardians with varied schedules. Through our advisory program, parents are able to make alternative plans to meet or communicate with their child's advisor who through the relationship forged with their advisee, is able to speak intelligently on an advisee's progress in all areas of academic, social and emotional life, as well as provide meaningful intervention strategies for at-risk students.

Aside from the constant interaction between advisors and the families of their advisees, we have an automated voice phone broadcasting system led by our Culture Office and several members of the Victory family, to pull in as many family members as possible for events. Our Culture Office, including our Director of Post-Secondary Planning and our Director of Community Affairs, distributes monthly communiqués to every child, with important internal school information and all regional/city/state bulletins in both English and Creole(Haitian) when available to take home to parents. The PA 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.

In order to continuously improve our outreach to and support of families, parents were asked to complete a needs assessment at the beginning of the year. The PA Executive Board and Title I parent reps meet with the Principal and an Associate Head of School at regular monthly meetings and through phone calls/email if a particular issue arises. There are

five parent representatives on the School Leadership Team, inclusive of the PA President. Parents interested in being elected to the School Leadership Team addressed the Parent Association. A balloted vote was held and the four parents gained seats on the team. In addition, the PA 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 Policy, which is the culmination of discussions with all constituencies.

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

Victory Collegiate High School and the parents of the students participating in activities, services, and programs funded by the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act 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.

Victory Collegiate High School Agrees that Our Responsibilities include:

- Providing 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.

- Maintaining and improving communication between home and school for each and every student. This will be accomplished in part through:
 1. Teacher maintenance of parental contact logs.
 2. Attendance outreach to late and absent students.
 3. Fall Curriculum Night
 4. Maintaining an environment which welcomes parents to make appointments with advisors and Directors of School Culture as needed.
 5. Planning activities for parents during the school year, (**Advisor-Led and Student-Led Conferences, Curriculum Night, ELL Parent Evenings, International Potluck Dinner, Parent Arts Night, our Annual Talent Show, and our Annual Honor Society Induction and Awards Ceremony**)
 6. Guidance workshops for parents on issues of concern to the parents, including the college application process and financial literacy.
 7. Involving 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. Providing parents with timely information about all programs through newsletters, flyers, phone messages, and the school website, providing 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. Setting aside time on the agenda of every regular monthly PA and School Leadership Team meeting to address Title I issues.
 11. Maintenance of a Parent Association and School Leadership Team.
 12. Parent Association Workshops

13. Parent Association parent needs assessment.
14. Regular notices home from the Parents and the Administration.
15. Sub committee meetings for parents of seniors to address their particular concerns.

The Parents and Guardians of Victory Collegiate Students Agree that their Responsibilities include:

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 PA 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 PA 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 PA 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 support opportunities for attendance at college fairs.

Victory Collegiate Students Agree that their Responsibilities include:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time; maintain my Victory binder to stay organized and productive.
- Follow the school rules and be responsible for my actions; to commit to the ideas and values expressed by our school's motto, P.U.R.P.O.S.E. (Perspective, Understanding, Rigor, Problem-Solving, Open Communication, Social Conscience, and Expectations).
- Show respect for myself, other people and property; Try to resolve disagreements or conflicts peacefully with the help and guidance of the school Culture Office;
- Always try my best to learn.

3. .

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$214,797.33	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,041,971.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

- 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.

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be

included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 18	Borough Brooklyn	School Number 576
School Name Victory Collegiate High School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Marcel Deans	Assistant Principal Claubentz Dieujuste
Coach	Coach
ESL Teacher Pierre Regis	Guidance Counselor Savitri Hiralall
Teacher/Subject Area Danielle Merker/ ELA	Parent Detreia Glover
Teacher/Subject Area Afi Graves/ Social Studies	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Malika Bibbs	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	336	Total number of ELLs	9	ELLs as share of total student population (%)	2.68%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	7		1	1						8

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	7	0	1	1	0	0	0	0	0	8
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
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 (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess our students' literacy skill, Victory uses the teacher created baseline assessment coupled with the New York City contracted assessment. For example, The English Grade 9 Fall Diagnostic Assessment and the NYC ELL Periodic Assessment. Data collected from these assessments allows teachers to develop better support systems in their respective classes to close our ELL population's

achievement gap.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Spring 2013 NYSESLAT results not yet made available.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. **We do not have students taking exams in their native language.**
 - b. **The results of the periodic assessments are used to plan differentiated lessons across content areas to address their needs as well as determining the types of resources might better support instruction.**
 - c. **The school is learning that our ELL population's main struggle, especially for beginners and intermediate levels, is their language acquisition.**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
NA
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?**NA**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our program is measured by how students have moved on proficiency levels. We look at how well we support our students and their families. Our success is also measured on how well they do on the English Language Arts regents in their junior year.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. Parents and students are accomodated with language translation when necessary during the intake process. Ms. Catherine Anderson, Coordinator of special program and Mr. Mildred Estremera, Secretary, provide the Spanish translations. Mr. Conze, Paraprofessional, Mr. Regis, ESL teacher, provide the Haitian Creole and French translations. For other languages, we reach out to the appropriate DOE translation support help.

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 student 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. 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.
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, our ESL teacher, Mr. Regis show parents 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, Mr. Dieujuste and ESL teacher, Mr. Regis 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The NYSESLAT Eligibility roster is generated from ATS using report code RLER to determine eligibility. 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. 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.

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 place in the appropriate class based on grade level, language proficiency level and availability. Students received program cards with the appropriate number of minutes per week based on proficiency level. During Curriculum Night held the second Wednesday of the school year, Parents receive a copy of students' programs and explained rationale for placement.

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

The administration of the NYSESLAT exam is added to the school's assessment calendar so that the entire staff can be made aware and to plan accordingly as the ELL students will be absent from classes during the administration period. Parents are notified in the beginning of the year via postal mail and days before the exam as well via schoolmessenger system. The four components are administered according to state guidelines.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
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.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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. 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)?

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. In addition, beginner students receive an additional 42 minutes daily in advisory with the ESL teacher also as a standalone class.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Students in our ESL program model content area instruction is delivered primarily in English using ESL strategies to scaffold instruction to aid comprehension by ELL students. In ESL content area classes which are guided the CCLS, 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. Programming ELL students to travel together for the majority of the day allows teachers to group them accordingly in all their content area classes to better serve them. The inclusion of textbooks written in their native language also provides a great deal of support.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that students are appropriately evaluated in their native language, alternate language versions of assessments are used along with glossaries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Data from the NYSESLAT as well as the Common Core Learning Standards are used to effectively planned lessons that speak to the students' needs. The ESL teacher is part of the ELA team which is actively engaged in discourse around instruction and planning. In addition, the ESL teacher pushes into general ELA classes to support our lower level students.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. we currently do not have any SIFE designated students.

b. 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

c. Students receiving service 4 to 6 years are supported by using the regular ELA classroom experience to introduce higher level reading and writing assignment which increase the rigor needed for college readiness.

d. We have no ELLs who fall into this category

e. Former ELL students are supported while using their experience to support newly arrived students.

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

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 in collaboration with the special needs department.

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

Victory's block scheduling has allowed us to flexibly to address the diverse needs of all our students. We have aquired some instructional tools such as ESL Reading Smart, Rosetta Stone, coupled with the many instructional strategies to support our ELL /SWD students

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

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

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

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

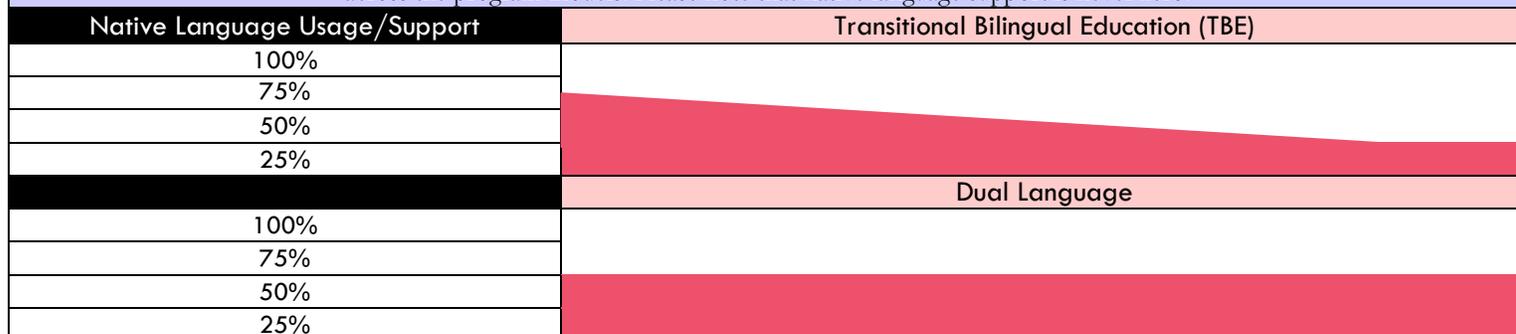
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- 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
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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:
- a. Basketball Team
 - b. Soccer Team
 - c. Football Team
 - d. Bowling Team
 - e. Volleyball Team
 - f. After-School support offered by individual teachers in Math and ELA
 - g. Tutoring for the Math Regents
 - h. Tutoring for the Science Regents
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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

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

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 Haitian-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.

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

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)

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

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.

18. What language electives are offered to ELLs?

French is offered.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. Victory Collegiate High School offers extensive ongoing professional development for all ELL personnel at the school. In addition to our mandatory weekly professional development geared towards meeting individual teachers needs, our ESL teacher attends professional development sessions held by the network during citywide PD days such as Election Day. Once or twice during any given term, our weekly meeting is geared towards educating the entire staff around compliance for ELL students as well as shared techniques to better support the students in their respective classes.

2. Our weekly professional learning opportunities are designed to support all of our teacher in their understanding and implementation of the Common Core Learning Standards.

3. As our 9th graders begin their high school career, 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

4. All staff (including non-ELL teachers) receive the minimum 7.5 hours of ELL training. ELL training for all staff is 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.

D. Parental Involvement

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

1. Parents are involved at our school on many levels. Our school is 2.80% 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
- 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. 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

E. Additional Information

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

NA

Part VI: LAP Assurances

School Name: <u>Victory Collegiate High School</u>		School DBN: <u>18K576</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcel Deans	Principal		10/21/13
Claubentz Dieujuste	Assistant Principal		10/21/13
	Parent Coordinator		
Pierre Regis	ESL Teacher		9/9/13
Detreia Glover	Parent		9/18/13
Afi Graves/Social Studies	Teacher/Subject Area		10/21/13
Danielle Merker/ELA	Teacher/Subject Area		10/21/13
	Coach		
	Coach		
	Guidance Counselor		
Malika Bibbs	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18K576 School Name: Victory Collegiate High School

Cluster: 4 Network: 404

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

Part A: Needs Assessment Findings

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

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 licensed ESL teacher, Mr. Pierre Regis 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 Assistant Principal, Mr. Dieujuste, to ensure that the parents receive information in the appropriate language via the staff who speaks that language. Data reveals that most of our 7 ELL students are from Haiti and their families speak Haitian Creole and/or French. Information is translated orally to them by Paraprofessional Gerry Conze, Assistant Principal Mr. Dieujuste as well as ESL teacher Mr. Regis. 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. All information gathered from students and families are kept in student's folders in the main office.

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 34 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 communiqués translated into one of the following languages: Haitian Creole, French, 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. If no one on staff speak the language in question, we will use the translation service provided by the DOE. This information was passed on to the rest of the school via email.

Part B: Strategies and Activities

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

The school will provide written translations of all school –wide and grade specific communications through the use of bilingual staff. These include Catherine Anderson for Spanish; and Claubentz Dieujuste, Gerry Conze 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 then pass the document on the Ms. Estremera 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. Our Automated phone messenger is also equipped with the capability of sending messages in many different languages.

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 Catherine Anderson and Mildred Estremera in Spanish; and Claubentz Dieujuste, Gerry Conze 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. No outside contractor will be used for this service.

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.