

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

18K576

School Name:

VICTORY COLLEGIATE HIGH SCHOOL

Principal:

MARCEL D. DEANS

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: VICTORY COLLEGIATE HIGH SCHOOL School Number (DBN): 18K576
Grades Served: 9-12
School Address: 6565 Flatlands Avenue, Brooklyn, NY 11236
Phone Number: 718-968-1530 Fax: 718-968-1526
School Contact Person: _____ Email Address: _____
Principal: Marcel Deans
UFT Chapter Leader: Amy Miller
Parents' Association President: Kenneth Singleton
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 18 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 718-968-4100 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marcel Deans	*Principal or Designee	
Amy Miller	*UFT Chapter Leader or Designee	
Kenneth Singleton	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Victory Collegiate High School believes that education is the most powerful instrument for sparking the revitalization essential to urban communities. We seek to ensure a productive, diverse community of learners, willing to take suitable risks, learn from their mistakes, and support each other as we examine social problems, peak social awareness, develop social conscience and work toward community and personal growth. It is our goal, at Victory, to provide an outstanding education for youngsters of diverse backgrounds, ages, and outlooks who welcome the demands of an academically rigorous curriculum. We seek to spark the intellectual curiosity of our students, promoting intellectual engagement in an atmosphere that fosters creativity, diversity, and personal responsibility.

"Will my child get into a "good" college after graduation?" or; "Will my child be prepared to enter the workforce with the necessary skills to be successful?" These are the questions we imagine most parents have on their minds at this critical time. Our response is to prepare our students to be "world beaters", armed with the tools to make informed decisions about their futures, and then consciously electing the path, which will truly have the greatest positive impact in their lives. We believe this wholeheartedly that the 21st century graduate must be instructed on how to think rather than what to think

As a college bound institution, we aim to equip our students with the awareness and the tools necessary for them to be successful college students upon completion of their time at the Victory. In order to do this, we first have to work extremely hard to make each and every student feel as if they are very much "**seen**" at our school. We consider ourselves a family and the faster we can bring our freshmen into the understanding that they are in a safe place that cares more deeply for them than they, perhaps, care about themselves at times. Simultaneously, it is our belief that getting students college ready begins the minute they walk into the Victory threshold. Our students meet teachers at the door who are prepared to know the whole child and who are willing to transform professional and personal approaches to teaching and learning based on this knowledge of students readiness, interest, learning style and skill level. Our process of optimization empowers all school community members to fulfill our shared PURPOSE through a unique cultural and instructional framework (see attachment). This framework, coupled with an understanding of the common discourse on highly effective teaching illuminated by Charlotte Danielson's framework, facilitates every Opportunity to Learn (OTL) in all areas of school life at Victory Collegiate. Our vision to provide K-12 students with equal access to post-secondary college and career opportunities worthy of their potential is rooted in the building of a collaborative and agile professional learning community (PLC) that relies on innovation, transparency, and intrinsic motivation.

Our desire to foster a culture of college going literacy and performance based learning ensures that students are aware of the college options available to them upon graduation. Greater than our desire to make them aware of the options, is our desire to prepare students to meet the expectations of life and work in the post secondary world and to make teaching and learning a way of life rather than a finite pursuit. A tremendous amount of planning and development resources must be allocated in order to effectively design, implement, and reflect on the personal habits and professional tools necessary for faculty members to be more than the teachers they are trained to be. In order to live VC's PURPOSE, every adult influence within the school must be developed as a positive pathfinder and guide for students who are often burdened by inherited beliefs that limit their academic and personal potential. In this same vein, every adult must also be recruited and developed to lead the school as advocates and luminaries for the transformation of urban public schooling.

Our graduation rates as compared to South Shore's History proves VC's concept: Our Kids are not to be written off anymore. Renewal funds shall target developing & measuring teacher effectiveness towards college readiness and will

provide the primary fiscal support to continuing our successful model of teacher recruitment, support, development, and retention.

18K576 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	331	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	29
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	66.6%	% Attendance Rate			88.3%
% Free Lunch	74.1%	% Reduced Lunch			5.7%
% Limited English Proficient	2.4%	% Students with Disabilities			20.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			90.4%
% Hispanic or Latino	6.6%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)			25.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			4.78
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	50.0%	Mathematics Performance at levels 3 & 4			54.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	93.1%	% of 2nd year students who earned 10+ credits			80.9%
% of 3rd year students who earned 10+ credits	83.3%	4 Year Graduation Rate			67.5%
6 Year Graduation Rate	92.5%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Victory provides multiple opportunities for staff collaboration to design and revise curricula and as a result the school is in the latter stages of implementing a comprehensive, systemic CCLS curriculum plan where data is used to inform instruction. While the school has adopted a school-wide lesson plan template and rubric, teachers are given the latitude to modify and adapt curricula to address the learning needs of all. Area of focus-The school is in process of taking a look at its vertical alignment in the various content areas, most notably a revamping of the 9-12 ela curriculum and the corresponding interim assessment model.

We will continue to use ISA coaches/consultants to provide curriculum mapping support, as well as to assist in the implementation of common formative assessment systems. We use the data to ensure that curricula are modified to include differentiation based on student achievement data, particularly for ELL’s and SWD’s.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase our 11th grade students’ rate of progress by moving students toward graduation as measured by the number of 11th grade students passing the Living Environment Regents exam, increasing by 15% (moving from 49% to 64%) in SY'2015-16.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional learning series targeting formative assessments through contracted vendor ISA. This will create a learning environment where students receive regular feedback and allow students at varied achievement levels to engage in rigorous and relevant learning activities that include challenging question and answer sessions.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal Professional Learning Committee</p>
<p>Professional learning series targeting summative assessment and data analysis to support individual student goal setting in core academic subjects</p>	<p>Math and Science Teachers</p>	<p>September 2015 – June 2016</p>	<p>AP Math and Science cluster leaders</p>
<p>We will use the assessment strategies to emphasize instructional strategies and learning activities that drive teaching and develop specific goals and action plans for students and ensure regular and relevant data-based feedback to students so they can take more ownership of their learning.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>30,000 will be set aside to purchase coaching services from our intermediary, ISA for the humanities and math/sci teams.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>	
	<p>C4E</p>		<p>21st Century Grant</p>	<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>	

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

Every term the 11th grade credit accumulation data will be collected and analyzed. Scholarship action plans will be created by teachers to address the gaps. By February 2016, we expect 11th grade credit science pass rate for the cohort to be above 50%.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The school has developed a safe community focused on wellness and positive support. There are programs and partnerships to support social and emotional health and the school uses data to create systemic plans for individual students through our kid talk protocol. The school demonstrates consistency in implementing systems and cultivating understandings on how to support and sustain students’ social and emotional development health and academic success in an effort to ensure academic success of all.

The new lead special needs teacher will works closely with the instructional support team to support academic success in SWD. A team of teachers, during the summer will work on refining our advisory curriculum, how to train the other advisors on the curriculum, and explore how we, as a school, can better support the advisories directly, promoting social and emotional, as well as academic success groups. To address the need for social and emotional development systems that support academic success, we are using our wellness meetings to capture and monitor data around the participation in all enrichment and tutoring activities, as well as using this information for the strategic programming of all students, specifically when it comes to building a college and career ready culture.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To further establish a school community focused on preparing our students to be college-ready with a focus on sub-groups, specifically Black males, which have historically been under-represented in college by increasing the college readiness index 2%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Use The Leadership Program to target the attendance and academic improvement of the chronically absent students who require AIS services. Together TLP works with the students, attendance team, the teacher teams and the families to establish trust.</p>	<p>Chronically absent students 20 plus absences</p>	<p>October 2015–May 2016</p>	<p>AP Attendance Team</p>
<p>Social Advocacy and Leadership Class and Youth Development consultant to increase the participation of students requiring AIS services in enrichment and mediation efforts through our extended day program. The students and their families work with the teachers, consultants, administrators to ensure trust is established and students are more successful.</p>	<p>Overaged and under-credited, ages 16 and up</p>	<p>October 2015–May 2016</p>	<p>AP Attendance Team Grade Team Leaders</p>
<p>Using a strategic plan and data received from College Now to increase the recruitment of students for AP and college preparatory courses to establish a college and career going culture</p>	<p>All on track students</p>	<p>December 2015 – June 2016</p>	<p>AP Director of Academic Affairs</p>
<p>Increase the amount of students who complete the CUNY and SUNY application and submit the application fee by subsidizing part of the application fee for students.</p>	<p>All on track students</p>	<p>September 2015 – June 2016</p>	<p>AP Director of Academic Affairs</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Attendance is monitored, daily, weekly and monthly. The current attendance is 89%. The participation of students in College Now and AP courses is monitored.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The school increasingly engaged in conversations about student progress, attendance expectations and instruction. However, teachers are not systematically using the information from data-driven instruction protocols to scaffold and differentiate instruction. The 2015-16 emphasis has been placed on CCLS alignment, however lesson delivery must address student specific goals and needs across all Victory classrooms.

The school has implemented a system for using formative and summative assessments to differentiate instruction in the classroom and to create individual goals for all students. We continue to focus on including specific goals in lesson plans using personalized learning plans.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, sustained professional learning will be provided so teachers can use formative assessment tools to monitor and track student engagement, understanding and skills. Together with the use of evidence based systems, including Collaborative Assessment protocols for assessing student learning we will improve the school’s ability to deliver scaffolded, differentiated instruction thus increasing overall engagement (3C) ratings on teachers motp reports

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>On-going professional learning on formative assessment from Innovative Designs in Education</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal PD Committee</p>
<p>Curriculum and assessment support from Generation Ready consultants. We have worked with one of the consultants since last year. Teachers trust the consultants and understand that they serve in a non-evaluative capacity. Everyone is working towards the success of the students.</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal PD Committee External Coaches</p>
<p>Teacher Development Coach who works in a non-evaluative capacity at no cost to school through grant funding to support the formative and summative assessment practices of teachers</p>	<p>New to school, profession, non-tenured and teachers on TIP</p>	<p>September 2015- June 2016</p>	<p>Principal PD Committee</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Title I funds will be allocated (\$30,000-40,000) for ISA Coaches. Per session will be set aside for teacher leaders to work with the principal</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Evaluation of observation data from 3c on the Danielson Framework, providing engaging instruction, to see a 50% improvement in the number of teachers rated effectively on 3c from 6 to 12 teachers. Evaluation of school-wide scholarship (course passing) and Regents data in December, January, and March will also take place to monitor impact on academic scholarship, comparing to our 2014-15 rates by teacher.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The school’s systems and protocols have been developed to facilitate staff collaboration, student achievement and teacher development. All constituents are able to articulate the specifics of the mission/ vision. The school leader has established mechanisms to focus on student well-being and become college and career ready. The school leader makes strategic decisions to assess programmatic, human and fiscal resources, such as adding three terms and embedding the 37.5 minutes in the school day to enable longer classes to allow for greater content depth and increased instructional time. It is also noted that the school leader has a plan to analyze and support the improvement of teacher practices.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the use of on-going professional learning around formative assessment and the frequent and targeted observations of teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Frequent and targeted observations using the Danielson framework supported by the Teachboost system.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Admin Team Content Leaders Coaches</p>
<p>Professional learning using the Teacher Development coaches</p>	<p>New to school/ profession and untenured teachers/ Teachers rated Developing</p>	<p>September 2015-June 2016</p>	<p>Admin Team Content Leaders Coaches</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The school has firmly cemented a culture of partnership with student, parents and the community fostering collective responsibility for academic achievement, however more needs to be done to ensure that the partnership between home and school is developed more strongly to support student success. The overall findings conclude, “the school has many communication systems in place to keep parents informed of student progress, however a formal plan is needed to ensure reciprocal communication and is monitored to evaluate outreach efforts.”

Enhanced training is needed for families to understand how to read, use and analyze school and student data as the school formally rolls out Skedula/ Pupil Path in an effort to effectively support student success.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase the reciprocal communication with families and our community of students entitled to academic intervention services (AIS) to improve the credit accumulation of the students in the school’s lowest third population in their third year of high school grades by 5% from 38.9% to 43.9% for the 2014-15 SY.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Implement trainings on Skedula at all parent and teacher conferences</p> <p>Monitor and Evaluate Skedula usage among parents</p>	<p>All parents</p>	<p>September 2015- June 2016</p>	<p>AP</p>
<p>In order to increase trust, we will implement inquiry meetings with parents of students in inquiry population</p>	<p>Inquiry target population students</p>	<p>February 2015-June 2016</p>	<p>Principal</p> <p>AP</p> <p>Grade Team Leaders</p>
<p>Train students to use Skedula and monitor and evaluate usage</p>	<p>All Students</p>	<p>December 2015-May 2016</p>	<p>Grade teams</p> <p>AP</p>
<p>Develop a comprehensive plan for parent outreach using the parent allotted engagement time, which includes consistent advanced use of school messenger in advance of PA and SLT meetings, guidance counselors informing parents of PA and SLT meetings, mailings that include PA and SLT info, and PA access to school events.</p>	<p>All Families</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator</p> <p>AP</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session for Supervisor School Aide and School Aides to assist with parents and students with Skedula usage. Coop student to update our website to include the Skedula link and directions for usage of Skedula and assist other students with using Skedula. Grade teams need refreshments and materials for parent meetings using set-aside FOCUS funds in the amount of \$1000. We would also like to host an over-night college trip with parent chaperones</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will monitor Skedula usage monthly and in February 2014, we will evaluate the Skedula usage and the plan for parent outreach to see an improvement in parent usage by 10%.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Average below 75 Under-credited No attempt, not passed, or below 80 on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
Mathematics	Average below 75 Under-credited No attempt, not passed, or below 80 on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
Science	Average below 75 Under-credited No attempt, not passed, or below 80 on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
Social Studies	Average below 75 Under-credited No attempt, not passed, or below 80 on Regents	Individualized goal work based on interim assessments aligned to standards	Small group and tutoring	During the school day, After school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Average below 75 Under-credited No attempt or not passed on Regents Repeated OORs incidents	Individualized goal work based on RISE curriculum and social and emotional goals from IEP's and established in Kid Talk	Small group and 1:1 counseling	During the school day, After school and Saturday

	Attendance below 80% or chronically absent Academic and social emotional			
--	---	--	--	--

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	187,519.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,126,398.00		

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 18	Borough Brooklyn	School Number 576
School Name VICTORY COLLEGIATE HIGH SCHOOL		

B. Language Allocation Policy Team Composition

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

Principal Marcel Deans	Assistant Principal Claubentz Dieujuste
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Christine McDonald
Teacher/Subject Area Mitsouka Jean Claude/Math	Parent Marie Colas
Teacher/Subject Area Amatoga Jeremie/Special Ed	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Michael Prayor	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program		Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	372	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	1
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	3	1	1	2			1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New 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		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1	1			0
French													1	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other PI, YR													2	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1			
Integrated Algebra/CC Algebra	2			
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	3			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3			
Geography				
US History and Government	1			
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The early literacy skills of our ELLs are assessed using multiple measures, including the LAB-R. The results allow us to determine proper placement of our ELL students, thus scheduling them accordingly to maximize the support provided to them.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data gathered from the LAB-R and last year's NYSESLAT results reveal that most of our students are either proficient or advanced overall. Therefore, more focused instruction is given to get them to achieve proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities will be used to identify and target these specific areas of weakness in the various program models. these weaknesses will then be strategically addressed through adaption of classroom-level instruction to meet these needs. The decision making in this process is a collaborative effort between the ESL teacher, Principal and Assistant Principal and staff.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

When analyzing the data from last spring's NYSESLAT administration, we noticed that the overall proficiency results indicate that 5 of the 9 ELL students are intermediate, 4 advanced and 1 beginner. The beginner remained a beginner after being with us for a year. We are learning a great deal from the periodic assessment results enabling us in finding suitable tools to help students succeed.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?

some methods teachers use include; pre-teaching vocabulary, identifying and clarifying difficult words and concepts within grade-appropriate text.

Providing additional time to work with grade appropriate content is helpful in building both language and literacy abilities. •

Writing is an important aspect of literacy development, and must be explicitly instructed.

Teacher teams constantly looking at student work and making instructional adjustment for ENL students in their content area.

Making resources such as dictionaries, Google Translate, lightsail, ipads available to support students

professional development to all teachers and administrators that specifically addresses the needs of English language learners

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of our ELL program is evaluated using both quantitative and qualitative data.

- * length of time needed to move student from Entering to Expanding
- * Credit Accrual rate
- * Oral and written assessment of achievement in content areas
- * Regents pass rate on the Comprehensive English Regents Exam

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are:

- Newly identified ELLs, and
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. Administer the oral interview questionnaire

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Special needs team determines the student’s eligibility for special education services and the language in which special education programs and services are to be delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

As part of the orientation, along with the entitlement letter, parents are informed that they have the right to appeal their child's status within 45 days should they believe that their child has been incorrectly placed.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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, parents are shown the ELL Parent Orientation Video that is part of the LAP Toolkit. They are also provided with the ELL Parent Brochure and have the opportunity to have any questions regarding the program model options available to them in the city of New York answered by a properly licensed education professional. To ensure that parents are fully apprised of the choices available to them and are capable of making a well-informed choice, parents are then asked to complete the Parent Survey and Program Selection form, prior to being advised of the options available at our school, to ensure that parent choice is not unduly influenced by in-house offerings. In the event that parent choice does not align with in-house offerings, a transfer option is provided, which the parent then has the opportunity to accept or decline. All components of the process are always conducted in the parents native language and all documentation is provided in the native language as well.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

A formal list is created to maintain accurate records of our survey distribution and return.

9. Describe how your school ensures that placement parent notification letters are distributed.

The parent orientation sessions are one way in which the school ensures their distribution. In addition, every child at Victory Collegiate is assigned an advisor. The advisor is the liaison between the school and the family. Advisors also ensure that surveys and forms are completed and returned in a timely fashion.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All student documentation is kept in their respective student official folder

11. 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 is added to the school's assessment calendar following the dates set by New York State. The exam is usually administered during the freestanding ESL class time during the school day. Both students and parents are given a schedule for the exam administration period. Phone calls are made each of the days to inform parents of a successful administration and a reminder of the next part of the exam. Communication to students and families is also a reminder of what the exam is and represents for their children.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued entitlement and transitional support parent notification letters are given to families during parent - teacher meetings as we want to ensure that parents receive and understand them. Should they have any questions, this process allows for them to be answered immediately.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Parent Selection forms for the past few years, the trend that in parent choice has been freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
All of our students travel in blocks. These blocks then travel as cohorts to each of the departmental content area courses. Our general education ENL 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 ENL classes, instruction is provided either in a co-teaching model by an ENL-ELA licensed teaching team or by an individual ENL licensed teacher in a pull-out group, with variation between the two determined by the demands of the curriculum in various classrooms.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Staff is organized to ensure that all ELL students in all program models receive the mandated number of ENL/ELA/NLA instructional minutes per CR Part 154 with properly licensed faculty per CR Part 154. All students receive a daily 60 minute literacy (ENL/ELA) block delivered by either an ENL licensed teacher or by a ENL-ELA teaching team.
3. Describe how core content is delivered in each program model. 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 ENL program model content area instruction is delivered primarily in English using ENL strategies to scaffold instruction to aid comprehension by ELL students. In ENL content area classes, students also receive native language support as necessary to facilitate comprehension and equitable access to grade level curriculum. Approaches include the use of TPR, Schema building, Bridging, Modeling, hetero and homogeneous grouping, guided reading and Scaffolding. 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 home 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?
ENL certified teacher works closely with ELA teachers to ensure the inclusion of these modalities in their lesson plans along with constant assessment to get further data on their needs.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

a. we currently do not have any SIFE designated students. 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 ENL/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 ENL curriculum are designed to align with the ELA curriculum and Common Core Learning 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 ENL and ELA, ELA instruction will focus primarily on the cultivation of the skills themselves, while ENL 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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Our Continued AIS throughout the school year informed by our grade team work to monitor student progress or lack thereof have allowed for all our students to be supported when and where necessary.

8. 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 LightSail, Rosetta Stone, coupled with the many instructional strategies to support our ELL /SWD students.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

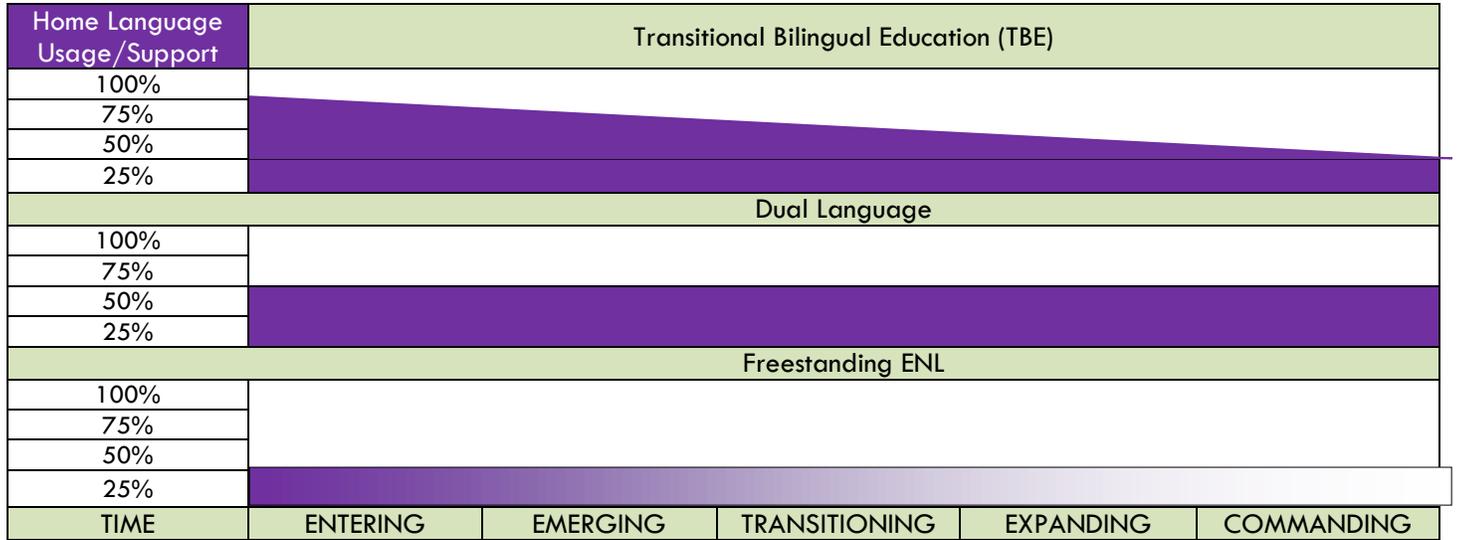


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. In addition to our AIS provided throughout the school year, 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our Current program allows for the entire teaching body to be involved in the development of our ELL students. The accountability to support them falls on everyone as evidenced in our professional development work, teacher planning and inquiry work, etc..
12. What new programs or improvements will be considered for the upcoming school year?
Students will continue to be supported using all available resources. We will continue to seek out opportunities for additional resources will be helpful in their acquisition and the proficiency.
13. What programs/services for ELLs will be discontinued and why?
None
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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, ENL 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, ENL Strategies, Differentiation & Professional Resources
- StudyIsland
 - Varied & Flexible Grouping
 - Adapted Text
 - In-house cross-curricular units (Intensives)
 - 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
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In our Freestanding ENL program model Native Language support is available and is never zero. For students in ESL programming, native language support is offered through:
- native language leveled trade books as part of classroom libraries across the content areas
 - supplemental programs and targeted interventions with Spanish components Renzulli and study island
 - supplemental Hatian-Creole and Spanish for Native Speakers instruction for students in ESL programming identified as students who would benefit from native language instruction to facilitate skill transfer.

17. Explain how the school ensures all required services/resources support and 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 (Studyisland)
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. What language electives are offered to ELLs?
Spanish is offered.
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Victory Collegiate High School offers extensive ongoing professional development for all teachers at the school including ELL personnel. In addition to our mandatory weekly professional development geared towards meeting individual teachers needs, our ENL teacher attends professional development sessions held 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. Teachers engage in guided inquiry rounds which specific subgroups as their focus to learn how to best support them through their planning and delivery of instruction.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Victory Collegiate High School offers extensive ongoing professional development for all teachers at the school including ELL personnel. In addition to our mandatory weekly professional development geared towards meeting individual teachers needs, our ENL teacher attends professional development sessions held 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. Teachers engage in guided inquiry rounds which specific subgroups as their focus to learn how to best support them through their planning and delivery of instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Similarly to how IEP mandated meetings are scheduled and conducted, our ENL certified teacher schedules meetings twice a year during our parent teacher meetings for an update on how the students are performing in their classes. Looking at the present performance levels, students are able to help craft goals for themselves with the help of their teacher which will be revisited at the next meeting while the teacher continues to assess throughout the term.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Google docs are kept documenting all meetings, calls and any other outreach and anecdotes about our students. Our grade teams keep the "kid-talk grid" which also contains teacher-specific feedback on students.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are involved at our school on many levels. Our school is 1.61% 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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We do not currently have any partnerships or CBOs providing workshops for our ELL parents. Our coordinator of special programs and partnerships will continue to reach out in the community.

5. How do you evaluate the needs of the parents?

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
- 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

6. How do your parental involvement activities address the needs of the parents?

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

- supporting literacy development at home
- supporting psychological and cognitive development at home
- supporting character development at home
- creating differentiated avenues for parents to provide input such as the adoption of ImpactedED 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

D. Additional Information

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

Paste response here:

School Name: Victory Collegiate High School

School DBN: 18K576

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcel Deans	Principal		1/1/01
Claubentz Dieujuste	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
Marie Colas	Parent		1/1/01
Mitsouka Jesan Claude/Math	Teacher/Subject Area		1/1/01
Amatoga Jeremie/Special Ed	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Christine McDonald	School Counselor		1/1/01
Michael Prayor	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K576**

School Name: **Victory Collegiate High School**

Superintendent: **Michael Prayor**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Upon enrollment, parents complete the Home Language Identification Survey (HLIS). 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 ENL teacher, 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 3 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 two other teachers on staff, Amatoga Jeremie and Mitsouka Jean Claude. One of our ELL students is from the Dominican Republic. The information is translated orally to them by either Catherine Anderson or Ulices Rodriguez. If a HL is spoken by a family that no one on staff speaks ie Philipino and Yoruba as is the case for our last two ELL students, 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The Haitian families prefer to receive communication in Haitian Creole. The Dominican family prefers Spanish and the other two prefer English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters with pertinent information with key dates for upcoming events
parent-teacher conference announcements
Letters from school leadership

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

New student Orientation
Curriculum night
Student-led conferences (SLC)
Parent-Teacher Conferences

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Data reveals that most of our 3 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 two other teachers on staff, Amatoga Jeremie and Mitsouka Jean Claude. One of our ELL students is from the Dominican Republic. The information is translated orally to them by either Catherine Anderson or Ulices Rodriguez. If a HL is spoken by a family that no one on staff speaks ie Philipino and Yoruba as is the case for our last two ELL students, 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. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Data reveals that most of our 3 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 two other teachers on staff, Amatoga Jeremie and Mitsouka Jean Claude. One of our ELL students is from the Dominican Republic. The information is translated orally to them by either Catherine Anderson or Ulices Rodriguez. If a HL is spoken by a family that no one on staff speaks ie Philipino and Yoruba as is the case for our last two ELL students, 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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All the services offered by the Translation and Interpretation unit are communicated to all teachers and Chancellor's Regulation A-663 is included in their Staff Handbook. T&I Brochures are given to every staff member also emailed during our Summer Institute week before school opens to inform them of all translation services available.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback from parent is gathered through our parent surveys and also during our parent-teacher meetings aimed at providing information about the services and resources available to them and their children.