



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WORLD VIEW HIGH SCHOOL
DBN (i.e. 01M001): 10X353
Principal: DANIEL J. NICHOLS
Principal Email: DNICHOLS3@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: BARBARA GAMBINO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Daniel Nichols	*Principal or Designee	
Marc Newman	*UFT Chapter Leader or Designee	
Luis Robles	*PA/PTA President or Designated Co-President	
Yetsenia Fernandez	DC 37 Representative, if applicable	
Lizbeth Franjul Jose Tavaréz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Suleika Dotel	Member/ Teacher/ PTA Secretary	
Larissa Sanchez	Member/ PTA Treasurer	
Paul Ekezie	Member/ Parent	
Michael Onanga Ndiaye	Member/ Parent	
Yovany Diaz	Member/ UFT	
Yolanda Olsen	Member/ CSA	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

80% of students in cohort 2017 will accumulate 6 or more credits in the core content courses and earning a total of 10 or more credits.

Comprehensive Needs Assessment

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

As a new school and to ensure students are able to be promoted to the next grade, we want to focus on the core content courses of Math, Science, English and History where students are both earning credit and preparing for the NYS Regents Exams and Common Core Assessments.

Instructional Strategies/Activities

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

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

Systems plan: Entering data regularly in Skedula (our online gradebook) so students can track progress at home; posting of assignments online

-Early interventions for at-risk students through mentoring, educational conferences and tutoring (Tuesday-Friday, Saturday Academy)

-Professional Development will be provided in various topics to aid teachers with at risk students such as:

1. ESL and Special Education methodologies;
2. the teaching of reading and writing ;
3. behavior management;
4. project/ performance task development;
5. assessment/ data analysis to inform instruction
- 6.

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

1. Teacher Teams
2. Advisors
3. Our PSO and CFN staff will support us through professional development and on-site assistance looking at our structures that support this goal
- 4.

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

1. 70% of Cohort 2017 students will have accumulated at least 5 credits by the end of January 2014. Spring semester reviews of student progress will take place in March and May 2014 to inform targeted interventions and supports.
- 2.

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

1. At the beginning of the school year, staff were introduced to the relationship between Credit accumulation early on in high school careers and graduation
All students and parents are provided with a Course of Study for all the classes a student takes
2. Monthly Grade Case Conferencing meetings are held
3. Administration and Guidance meet with students and parents in SLT/PTA monthly
4. Attendance coordinator and Social Worker reach out daily to parents
5. Feedback is shared with teachers, parents and students
6. Frequent review of student progress is maintained throughout year
7. Frequent classroom observations (>6 per teacher) throughout whole year
8. Teachers are provided with ongoing professional support as needed

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

1. The needs of ELL students will be met by providing differentiated strategies based on English language proficiency, level of academic proficiency and schooling in home language (Spanish for our bilingual students in our TBE program). Students will be placed accordingly in either a freestanding ESL program or in fully integrated content classes in their native language of Spanish.

The needs of IEP students/lowest third will be met through collaborative team teaching. An additional Special Education teacher will provide additional support.

2. Additional enrichment courses (Geography, Microsoft Office, Algebra and English Workshops) are also offered to expand opportunities for credit accumulation.

Strategies to Increase Parental Involvement

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

Parent outreach--via phone, email and Skedula.

Parent Teacher Conferences biannually

SLT/PTA meetings monthly where there are presentations on graduation requirements and trends

Monthly Newsletters to Parent/Guardian

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

World View HS student will attain a 92% attendance rate for SY2013-14.

Comprehensive Needs Assessment

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

The latest attendance data show an overall 90.4% attendance rate for our school. As a new school and to ensure that our students do well academically, we have set a school-wide expectation that students achieve and maintain at least 92% attendance.

Instructional Strategies/Activities

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

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

Implement instructional practices that promote student engagement such as:

- a. Differentiated instruction
- b. Project based learning
- c. Pull-out/push-in instruction, as per IEP

2. Utilization of multimedia resources for multiple access points to content/skills

3.

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

1. Advisors

2. School Social Worker

3. Network Attendance Teacher
4.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
Monthly ATS reports and Google attendance tracker analysis to monitor attendance patterns and identify “at risk” students for targeted intervention and outreach.
D. Timeline for implementation and completion including start and end dates
Mid-marking period and Marking Period benchmarks: <ol style="list-style-type: none"> MP1 - 10/18/13 MP2 - 11/27/13 MP3 - 1/17/14 MP4 – 3/14/14 MP5 – 5/2/14 MP6 – 6/6/14
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Targeted Outreach--phone calls, emails, parent meetings <ol style="list-style-type: none"> Daily phone calls home for tardies/absences Weekly meetings on Fridays with Attendance Teacher and Social Worker to monitor progress and identify targeted students for subsequent outreach (i.e. for home visits) Positive Incentives--Award Assemblies/Luncheons--w/teacher input Punitive Measures--detention Ongoing Monitoring Google Attendance Tool

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
Parent outreach--via phone, email and Skedula.
Parent Teacher Conferences biannually
SLT/PTA meetings monthly where there are presentations on graduation requirements and trends
Monthly Newsletters to Parent/Guardian

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.									
x	Tax Levy	x	Title IA		Title IIA		Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.									

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Student reading comprehension scores will increase by 20% in Spring 2014 as evidenced in the ELA Performance Series baseline assessments from Fall 2013.

Comprehensive Needs Assessment

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

To prepare students to successfully engage in citing textual evidence in class discussions and written products, we need to focus on deepening students' core skills in reading comprehension as evidenced in their baseline assessments. Improving students' reading comprehension skills will ensure their success in meeting Common Core expectations.

Instructional Strategies/Activities

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

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

Promote school wide instructional practices:

- a. Seven Habits of Effective Readers
- b. Accountable Talk
- c. UBD
- d. Project Based learning

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

1. William Gioia, Achievement Coach, CFN 562
2. Romilla Carrillo, Leadership Facilitator, CFN 562
3. Administration
4. Teachers

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

60% of students will have increased 10% by January 2014 via mid-year assessment to inform subsequent instruction and targeted intervention/supports.

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

5. Marking Period benchmarks:
 - a. MP1 - Baseline assessment: NYC Performance Task - ELA (for MOSL)
 - b. MP2 - ELA Performance Series through Schoolnet
 - c. MP3 - 2nd ELA Performance Task (Mid-year assessment)
 - d. MP4 - ELA Performance Series through Schoolnet
 - e. MP5 - 3rd ELA Performance Task
 - f. MP6 - Final NYC Performance Task - ELA (for MOSL)
6. Mid Year/ End of Year analysis presentation to staff (Defense of Learning PowerPoint)

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

Embedding literacy skills explicitly during instruction to increase reading comprehension.

Mr. Gioia - weekly visits

- facilitating one-on-one meetings and weekly PD centered around planning and preparation
- observing teachers as they implement their lessons, units, projects and performance tasks

Ms. Carrillo - weekly visits

- facilitating guidance meetings with administration around data analysis of students and teachers through skedula and google tools

- ☐ observing teachers with administration to norm and to offer additional feedback around planning, preparation, instruction and engagement
- Administration - weekly observations
- ☐ ensuring that students are supported and challenged with the proper materials and instruction that help them move up in their levels of reading
1. ensuring that teachers are supported through PD, observations and guidance through one-on-one meetings where the school-wide strategies are emphasized and reinforced

Strategies to Increase Parental Involvement

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

Parent outreach--via phone, email and Skedula.
 Parent Teacher Conferences biannually
 SLT/PTA meetings monthly where there are presentations on graduation requirements and trends
 Monthly Newsletters to Parent/Guardian

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Identify and implement a minimum of three instructional strategies aligned to CCLS for SY2013-14 that will shift classroom practice to promote rigorous learning experiences for students.

Comprehensive Needs Assessment

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

As a new school with a diverse student population, we need to differentiate the learning experiences for students to ensure academic success while meeting their social/emotional/learning needs.

Instructional Strategies/Activities

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

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

Promote school wide instructional practices:

1. Seven Habits of Effective Readers
2. Accountable Talk
3. UbD Framework for Curriculum Development
- 4.

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

1. Teacher Teams
2. Network Instructional Specialist to facilitate professional development.

3. Network School Support Facilitator
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Marking period project descriptions 2. Unit and lesson plans 3. Mid-year target--DOL outcomes to inform spring unit plans.
4. Timeline for implementation and completion including start and end dates
5. Teachers review the Citywide Instructional Expectations, alongside the school-wide vision, at the beginning of the year and continue to meet weekly to develop CCLS-aligned unit plans utilizing the targeted instructional strategies. 6. Weekly Check ins at staff PD 7. >6 classroom observations throughout the school year
8. Describe programmatic details and resources that will be used to support each instructional strategy/activity
Teachers will meet weekly to develop, assess and revise CCLS-aligned unit plans informed by examining resulting student work. Administrators will observe regularly and provide ongoing feedback to promote teacher development and improve implementation. Network facilitators carve out weekly meetings to collaborate and coach staff

Strategies to Increase Parental Involvement

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

Monthly newsletter highlighting instructional practices
 Sharing out at SLT/PTA with forum for feedback
 Invite parent participation for End of Term Portfolio Round Tables

Budget and Resource Alignment

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

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

ARRA RTTT

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
4. Timeline for implementation and completion including start and end dates
1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Use of 7 Habits of Effective Readers • Independent, guided and Close Reading • Accountable Talk • Integration of technology such as IXL, Quia 	<ul style="list-style-type: none"> • Small group tutoring • Whole class instruction on strategies • Assessments <ul style="list-style-type: none"> ○ Homework ○ Projects ○ Classwork ○ Tests ○ Performance Tasks 	<ul style="list-style-type: none"> • In-class • after school (3-4 pm Tuesdays-Friday) • Saturday Academy (9 am – 12 pm)
Mathematics	<ul style="list-style-type: none"> • EngageNY • Integration of technology such as IXL, TI-Nspire 	<ul style="list-style-type: none"> • Small group tutoring • Whole class instruction on strategies • Assessments <ul style="list-style-type: none"> ○ Homework ○ Projects ○ Classwork ○ Tests Performance Tasks 	<ul style="list-style-type: none"> • In-class • after school (3-4 pm Tuesdays-Friday) • Saturday Academy (9 am – 12 pm)
Science	<ul style="list-style-type: none"> • 7 Habits of Effective Readers • Accountable Talk • Integration of technology such as Quia • Use of manipulatives and hands on activities 	<ul style="list-style-type: none"> • Small group tutoring • Whole class instruction on strategies • Assessments <ul style="list-style-type: none"> ○ Homework ○ Projects ○ Classwork ○ Tests Performance Tasks 	<ul style="list-style-type: none"> • In-class • after school (3-4 pm Tuesdays-Friday) • Saturday Academy (9 am – 12 pm)
Social Studies	<ul style="list-style-type: none"> • Independent, guided, small and whole group reading • 7 Habits of Effective Readers • Accountable Talk • Integration of technology such as Quia 	<ul style="list-style-type: none"> • Small group tutoring • Whole class instruction on strategies • Assessments <ul style="list-style-type: none"> ○ Homework ○ Projects ○ Classwork ○ Tests Performance Tasks 	<ul style="list-style-type: none"> • In-class • after school (3-4 pm Tuesdays-Friday) • Saturday Academy (9 am – 12 pm)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Weekly counseling or additional as needed • Health consultation provided at campus clinic through Montefiore 	<ul style="list-style-type: none"> • Small group • Individually • Whole class presentations made by health educators 	<ul style="list-style-type: none"> • During normal school hours

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment: Teachers will be recruited through the Open Market Hiring DOE site as well as New Visions New Teacher Finder. Administration and department teachers with a team of school staff will attend hiring fairs through the DOE and the New Visions PSO in the Spring and, if necessary, the Summer. Candidates will come to interviews with team of school staff and, if invited, perform a demonstration lesson for our students while school staff observe and take notes.</p> <p>Retention: New teachers will be trained regarding the school mission, vision, expectations, grading policy, ladder of referral, project requirements, portfolio process, and other related procedures. They will be matched with an administrator that will meet with them during the planning process and observe them regularly in the class and give them feedback on the domains of the Danielson rubric. All teachers, including new teachers, will attend weekly PD developed by a team of administrators and teaching staff. The goals and focus will be shaped by school goals, teacher goals and needs, and the DOE Instructional Expectations. Additional PD for teachers will be provided by the New Visions PSO and CFN, the DOE, and other providers.</p> <p>Assignments: Teacher assignments will be determined by the administration in conjunction with the hiring team, which is comprised of teachers from the new teacher's department. Each semester the teaching assignments will be determined by administration and the guidance counselor with input from the department teams.</p> <p>Weekly Professional Development:</p>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We are utilizing resources from the New Visions CFN and PSO to provide both in-house and outside professional development centered around Common Core literacy and math standards as well as support for developing curriculum through UBD, which supports the CCSS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Title I 1% Percent Parent Involvement: these funds shall be utilized to provide incentives for parents to attend PTA meetings • Title I Students in Temporary Housing funds: these funds shall be utilized to provide school supplies and clothing

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

We are using most of the funds as part of the salary of our Social Worker. Many of our students in poverty suffer emotional and physical hardship and are in need of advocacy.

We also used Title I Targeted Assistance to:

- Fund supervisor per session for Saturday Academy
- Pay for classroom supplies
- Purchase textbooks that are leveled to meet the diverse needs of our students

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).

We believe that all our students, regardless of socioeconomic status, deserves high quality instruction, educational materials, and related services. All of the above resources that are available to any one student is available to all. Additionally, 92% of students at our school qualify for free lunch and, therefore, are "Targets" for this funds. In this sense, our philosophy and our reality are aligned.

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 353
School Name World View 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 ESL teacher, and one parent.

Principal Daniel Nichols	Assistant Principal Yolanda Olsen
Coach	Coach
ESL Teacher Caren Lucarelli	Guidance Counselor
Teacher/Subject Area Suleika Dotel/ ESL	Parent
Teacher/Subject Area Marc Newman/ Special Education	Parent Coordinator
Related Service Provider	Other Yovanny Diaz/ Spanish NLA
Network Leader(Only if working with the LAP team) Barbara Gambino	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	75	Total number of ELLs	26	ELLs as share of total student population (%)	34.67%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Discrete ESL class	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Push-In	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Total	0	6	0	0	0	6								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	3
SIFE	4	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	4

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	14	3	0	0	0	0	0	0	0	14
Dual Language	0	0	0	0	0	0	0	0	4	0
ESL	4	0	0	4	1	1	4	0	2	12
Total	18	3	0	4	1	1	4	0	6	26

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 Spanish	0	0	0	0	0	0	0	0	0	12	0	0	0	12
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	12	0	0	0	12

*EP=English proficient student

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

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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		0	0	0	0	0	0	0	0	23	0	0	0	23
Chinese														0
Russian														0
Bengali		0	0	0	0	0	0	0	0	1	0	0	0	1
Urdu														0
Arabic		0	0	0	0	0	0	0	0	1	0	0	0	1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		0	0	0	0	0	0	0	0	1	0	0	0	1
TOTAL	0	0	0	0	0	0	0	0	0	26	0	0	0	26

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	14	0	0	0	14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Advanced (A)	0	0	0	0	0	0	0	0	0	9	0	0	0	9
Total	0	0	0	0	0	0	0	0	0	26	0	0	0	26

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Since we are a high school, in order to assess the early literacy skills of the English Language Learners we use the Language Assessment Battery Test (LAB R) in both English and if applicable Spanish. These test give us insight into our ELL students English and for Spanish speaking ELL's their native language proficiency. The data given is used in order to guide teacher instruction and curriculum. At World View we have over 4 distinct native languages spoken. Evaluating each and every student in their native language has been a challenge for us. When possible we ask for a writing sample in the native language. As we have a staff that speaks a multitude of languages, we are often able to evaluate the literacy proficiency of students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Since we are a new high school, we can only evaluate our proficiency levels across the ninth grade. Looking at the data, it is evident that we have a high percentage of beginner ELL students enrolled in the school. In order to respond to their instructional needs, all of our beginner Spanish speaking ELL students choose to enroll in the Transitional Bilingual Education program. The TBE program focuses on provided our beginner ELL students with the foundational skills they needs in both English and Spanish. For those students who are not native Spanish speakers, they receive foundational English skills through our English as a Second Language program in which classes are offered through content and stand alone ESL classes.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At the moment we are not able to respnd to this question since the NSESLAT modalities scores were not released by New York state.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?At the moment we are not able to respnd to this question since the NSESLAT modalities scores were not released by New York state.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Since we are a high school we do not currently use the Response for Intervention framework.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to ensure that each student's second language development is considered in instructional decisions, World View High School provides all staff with professional development in second language development theory and methods at the beginning of the school year. In addition, most of the content classes are co-taught with an ESL teacher in order to ensure that ESL methodologies are used when delivering instruction. During class, students are provided with access to translation dictionaries, glossaries and native language text which are all used in order to provide access to both the content and language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?We do not currently offer a dual language program at World View High School
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We are a brand new high school in our first year thus cannot evaluate the success of our program this year.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student arrives at the school, they are greeted by the community associate Yessenia Fernandez (Spanish). She gives the student and their families a tour and overview of the school. Later on, either Suleika Dotel (Spanish), the ESL Coordinator or Caren Lucarelli (Spanish/Philippino), the ESL/ ELA teacher perform the duties which will be described in this sections She has experience performing the Coordinator's duties described in this section. Both designees have servw as the school's ESL Coordinator and each of these individuals have attended NYCDOE professional development for ESL & NYSESLAT coordinators and are experienced administering HLIS, LAB-R and NYSESLAT according to the state and city regulations and the school's procedures, described in this section. When a student is enrolled in the school the first documentation that is completed is the HLIS. This is administered in either English or the home language. When the Coordinator/designee does not speak the native language of the student and parent/guardian, and requires translation assistance we work with othr staff member fluent in the native language, or use the DOE Translation and Interpretation Unit to conduct the oral interview for screening and HLIS administration. When applicable, the ESL Coordinator administers the LAB-R which is immediately assessed to see if the child is entitled to ESL services and if so, what is the appropriate placement. All screening activities for ELLs described above are performed within ten days of student enrollment. The Coordinator or designee also organizes administration of the school's initial English language placement assessments for ELLs, during the summer for Incoming Freshman or after screening for HLIS & LAB-R eligibility. The coordinator also organizes the administration of the NYSESLAT examination in the spring. She verifies eligibility for ESL services based on the results of this examination and communicates this information to the school's programming office. She reviews the students' program to ensure that they have been properly places.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

When students have been designated as eligible for ESL services they are presented with materials describing the three program choices. We make every effort to show the DOE video in the native language of the parent. When this is not a possibility, we sit down with the parent and explain the three choices. If it is apparent that the student is an ELL, we try to do this immediately upon enrollment. We present program choice information. Parents are familiarized with the three programs through distribution of materials provided by the New York City Department of Education provides for ELLs and parents/guardians of ELLs in the native languages available. World View offers a Freestanding ESL program and a Transitional Bilingual Education program. This is also explained at this time.

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

When results from the NYSESLAT arrive, entitlement letters are sent out to parents. In addition, students also review their results in their ESL class before the results are sent home. When possible Parent Survey and Program Selection letters are distributed and collected during school events. The ESL Coordinator/designee makes every effort to have a one to one meeting with the parent/guardian in their native language and with translated materials provided by the DOE, to ensure that they are aware of program choices and complete a Parent Survey fully. When this is not possible, phone calls are made to parents to introduce the form and let the parents know that they must be completed and returned to the school.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After the student has taken the LAB-R exam and the student has been deemed eligible for ESL services, parents are given the Parent Survey and Program Selection forms by the ESL Coordinator/designee. The ESL Coordinator/designee provides an

orientation to the DOE's programs for ELL, if this was not completed at intake. This includes a viewing of the Parent Orientation Video and the ELL Parent brochure in the native language, when available in the native language at <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>, or with translation assistance when materials in the native language are unavailable from the DOE. Completed Parent Survey and Program Selection forms are collected and filed by the ESL Coordinator/designee for all students eligible for the LAB-R in the academic year. The criteria for placement in a bilingual or ESL instructional program is parent choice, according to the Survey and Program Selection forms. If the student chooses a program which we can not offer, every effort is made to accommodate this choice.

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

Paste response to question here:

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  At World View High School we provide our students with both a ESL and Dual Language Program. Due to the fact that we have a significant native language Spanish group and had a sizeable parent Enrollment choice for a bilingual program at the school we were able to provide parents with a Transitional Bilingual Program at the school. In addition, we also had some parents that elected to place their children in a stand alone ESL program. Being that we offer both programs we are alligned to parent program choice. If a parent were to choose a dual language program, the ESL Coordinator/designee or school Guidance Counselor would refer parents to schools offering dual language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - A. Programming and scheduling is done according to levels of English proficiency: beginning to intermediate and advanced to transitional. This design allows students to receive the New York State-mandated ESL/ELA allotted instruction time based on their proficiency levels. There are several components which are essential to the success of our program.
 - An ESL through the content area approach in the Humanities classes. In these blocked classes, the ESL licenced teacher uses language acquisition strategies to provide instruction in Global History and English using a balanced literacy approach.
 - A self-contained ESL class for the support of ELA content and language acquisition in the beginning and intermediate levels, and for the development of the four language skills, is used as a functional approach to language learning. In these classes, students develop the necessary skills for writing, reading, listening and speaking. At the advanced levels, a literature class is taught as part of the ELA class requirement.
 - Small group tutoring. Lower performing ELLs have small group tutoring with 2 to 10 students in the group either during the school day, after-school and/or on Saturday. Tutoring includes Math Lab using IXL software for differentiation, ELA lab using literacy interventions such as IXL for struggling readers and pre-literate students.
 - B. At World View High School, the ninth grade is divided into four groups (strands). Two of the four groups are comprised of ELL students, a Transitional Bilingual strand and a Stand Alone ESL strand. Although the two ELL groups are divided between the most proficient and least proficient students, the strands tend to be heterogeneous. We work on a block schedule and classes are 50 minutes long.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All ninth ELLs students in the stand alone ESL program take two, 50-minute courses in English as a Second Language, five days per week, with licensed ESL teachers. This amounts to 500 minutes per week of ESL instruction, which exceeds the weekly mandated number of minutes for Advanced and Intermediate ELL by CR Part 154. ELL's in this program model are also provided with ESL through the content area instruction by licensed ESL teachers and history teacher in a 50 minute Global History class, four days per week and a 50 minute Geography class once per week. This amounts to an additional 250 minutes per week of content area study with a licensed ESL teacher. Global History and ELA content area teacher provide content study through ESL methodologies and materials specifically designed for ELL. In sum, ninth grade ELL students in our free standing ESL model receive 750 minutes per week of instruction with highly qualified ESL teachers. These courses are aligned to State ESL, ELA and Social Studies standards. The courses focus on the development of the listening, speaking, reading and writing skills in English language while addressing literature (both fiction and nonfiction) and literacy.

Students who receive instruction using the TBE model also receive all of their mandated minutes according to CR part 154. All students in the TBE program receive 1, 50 minute English as a Second Language course, five days per week, with a licensed ESL teacher. This amounts to 250 minutes per week of ESL instruction. ELL's in this program model are also provided with ESL through the content area instruction by licensed ESL teachers and history teacher in a 50 minute Global History class, four days per week and a 50 minute Geography class once per week. This amounts to an additional 250 minutes per week of content area study with a licensed ESL teacher. Global History and ELA content area teacher provide content study through ESL methodologies and materials specifically designed for ELL. Lastly, ELL's in the TBE model also receive language support through a stand alone advisory support class which meets for 15 minutes, 5 days a week with a licensed ESL teacher and provides an additional 45 minutes of ESL instruction. In sum, ninth grade ELL students in our TBE model receive 545 minutes per week of instruction with highly qualified ESL teachers. In addition to the required ESL minutes that students in the TBE program are required to receive, they also receive Native Language courses that are taught by a highly qualified native language teacher. This class meets for 50 minutes a day, 5 days a week, totaling 250 minutes a week. These courses are aligned to State ESL, ELA and Social Studies standards. The courses focus on the development of the listening, speaking, reading and writing

skills in English language while addressing literature (both fiction and nonfiction) and literacy.

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

The Transitional Bilingual program delivers content area instruction in Spanish and English. Since the mix of students in the classes is mostly homogenous beginners, the percentage of native language delivery is around 80%. The Transitional Bilingual classes teach students English language as well as Native language proficiency through content with teachers adapting their instruction to ensure students comprehension. Teachers use content lessons to convey vocabulary and language structure in both languages. The subject area teachers include a variety of practices to support students such as the use of graphic organizers, brain storming, literacy circles, interactive bulletin boards, vocabulary building, dual language textbooks, visuals, dual language presentations and translations. In the Freestanding ESL program students are taught their core subjects in English and receive ESL instruction.

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

ELLs are appropriately evaluated in their Native Language through oral assessment by ESL or content teachers and through the LAB-R tests.

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

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

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

a. Sife students are initially evaluated to determine both their language proficiency as well as their skill level. These findings will determine the level of classes and the academic intervention support necessary to supplement their classes. Within the classes, teachers will differentiate to take into account the lower skill levels as well as their language development.

b. ELLs in the country for less than three years will receive placement testing to determine specific ESL class levels as well as skill level assessments in both languages. The data will be used to create programming, classes and curriculum to support their education.

c. ELLs who have received services for four to six years will be monitored to determine if their language acquisition is at the expected rate of progress. Furthermore, in order to properly instruct these students, a determination is made by the administration, guidance counselors and educators as to whether their proficiency is merely a surface conversational proficiency - they have basic interpersonal communication skills (BICS) whereby students respond to contextual or paralinguistic cues, or cognitive language academic proficiency (CALP). If it is a surface conversational proficiency then further testing will be necessary to determine if the delay in language acquisition is due to other factors such as the inability of the student to respond to higher cognitive demands such as writing or intellectual discussions. If the delay is skill based and not language based then these students will be targeted for AIS in all content areas. If the delay is language, then more exposure to the English language is built into the students program.

d. The plan for the longterm ELL is to further test the reason they have not attained English Language Proficiency. They will be tested in both languages to determine skill levels as well as intense ESL instruction in the summer and on Saturdays. The ESL instruction will be differentiated to focus on strengthening cognitive skills as well as linguistic abilities in both languages.

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

Two teachers, one ESL licensed, the other Special Education with an ESL extension co-teach for a double period each day. The class is separated into cooperative learning groups based on proficiency level and frequent assessments are given which drives instruction. Instructional strategies include previewing target text, teacher modeling of oral reading, oral reading prompts, visual spacial displays, text look back strategy, story mapping, context clue skill training, and story retelling, rubric assessments, brainstorming, pre-writing and drafting.

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

Targeted intervention programs for ELLs in ELA, math, and other content areas include: ESL push-in and/or pull-out as needed, co-teaching, Saturday school and after school tutoring. All of our school's intervention services are offered in both English and Spanish. Our intervention programs are available for ELLs struggling to pass their classes and/or acquire English at the expected rate of progress.

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

We are a new high school in its first year of operation and are not yet able to evaluate the effectiveness of our current program

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

We are a new high school in its first year of operation and are not yet able to evaluate the effectiveness of our current program in order to access new programs for the upcoming school year.

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

We are a new high school in its first year of operation and are not yet able to evaluate the effectiveness of our current program.

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

The ELL program at World View High School allows ELLs equal access to the same curriculum as English-proficient students. Content teachers work together on lessons, projects and assessments to ensure that ELLs are receiving the same materials and information as their native English speaking peers. This equality has been achieved largely because of emphasis on teacher collaboration, which is a consistent and high-quality feature of this program. ELLs are encouraged to attend both after school tutoring and the Saturday Academy. These programs are actually better attended by ELLs than non-ELLs. ELLs also participate fully in clubs and sports that are offered both at the Clinton campus.

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

Technology is a big part of World View High School Each room is now equipped with a document camera, laptop with LCD, DVD player with speakers and an external harddrive. In addition, we teach Microsoft Word to all of our students through an elective course. We have purchased both literacy and math software for classroom and enrichment use. Teachers have been working on creating power point presentations to support class discussions. We use a variety of levels of ESL textbooks and workbooks that focus on the four language skills. In the content areas we have purchased texts to supplement the curricula that are written at various literacy levels. To facilitate our push for more independent reading we have added more high interest books for all reading grade levels present in our school and covering all genres, especially non-fiction to support the other academic subjects. We have bilingual translation dictionaries in all the native languages of our students and have ample supplies of Regents content glossaries in all languages.

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

Native language support in Spanish is provided through a well-planned TBE program. Assessment and data driven instruction is planned collaboratively by NLA teachers and content teachers. Although we have a general four year plan guide for development, students are ultimately programmed and progress based on teacher feedback.

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

Services and resources correspond to ELLs as needed regardless of ages and grade levels.

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

Newly enrolled ELLs who arrive before the beginning of the school year participate in the annual orientation. These sessions and materials are provided in native language for both students and parents. Students who enroll at the beginning of the school year receive an equivalent orientation by meeting with individual members of the faculty and support staff. Our social worker continues to monitor students' process of adjustment to the school and to the country. Classroom teachers are the key to observing students as they acclimate. With our weekly departmental conferences, in all content areas we are able to discuss these students individually and monitor their adjustments. Finally, we all communicate with the parent or guardian of these newly enrolled

students.

18. What language electives are offered to ELLs?

We offer native language content courses in Math, Living Environment and Global History as well as Native Language Spanish courses

19. For schools with dual language programs:

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

We do not offer a dual language program at Word View High School

C. Professional Development and Support for School Staff

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

4. All staff at World View High School have completed and exceeded the 7.5 minimum ELL training hours. Our transitional bilingual program and the ESL teachers continue to participate in professional development offered by the NYCDOE, New Visions and other organizations focused on ELL methodology and support. Therefore, their pedagogical strategies remain current and effective. Records are maintained by the school pay roll secretary and copies of Agendas from PD meetings as well as certificates of completion at training programs/workshops are kept in each teacher's personnel file at the school here:

D. Parental Involvement

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

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01