

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

DBN: (i.e. 01M001): **10X353**

School Name: **WORLD VIEW HIGH SCHOOL**

Principal: **MARTIN HERNANDEZ**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 10X353
School Type: Community Public Grades Served: 9-12
School Address: 100 West Mosholu Pkwy South, Bronx, NY 10468
Phone Number: 718-601-0391 Fax: 718-601-0821
School Contact Person: Yolanda Olsen Email Address: yolsen@schools.nyc.gov
Principal: Martin Hernandez
UFT Chapter Leader: Marc Newman
Parents' Association President: Miguel Novas
SLT Chairperson: Martin Hernandez
Student Representative(s): Lizbeth Franjul & Eric Valera

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: One Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: 562 Network Leader: Barbara Gambino

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Martin Hernandez	*Principal or Designee	
Marc Newman	*UFT Chapter Leader or Designee	
Miguel Novas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Lizbeth Franjul Eric Valera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tamara Cornielle	Member/PTA Secretary	
Yovany Diaz	Member/UFT	
Suleika Dotel	Member/UFT	
Cynthia Hollins	Member/PTA Vice President	
Yolanda Olsen	Assistant Principal/CSA	
Larissa Sanchez	Member/PTA Treasurer	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In our inquiry cycle in the spring, our teachers collected and analyzed data that showed that our students are in need of more individualized assistance with literacy. Although they grew as a whole on the NYC ELA Performance task, they still were far behind in grade level performance.

Part 2 – Annual Goal

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

In SY 2014-2015 Students with 90% + attendance will grow by an average of 100 points in Lexile reading level.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
All teachers in the four core subject areas will be implementing 6 units of study that are aligned to shared common core reading standards	Teachers	June 2014 →	Collaborative Teacher Teams
Purchase and implementation of researched-based differentiated reading program, “Achieve3000” with accompanying professional development around implementation	All students	July 2014- June 2015	Humanities Inquiry Team
Purchase and implementation of research-based differentiated professional development program, “PD360”, now known as “Edivation” where teachers can look up strategies to help students improve their reading levels	Teachers		Admin

Part 4 – Resources Needed

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

adjustments, etc.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

We have inquiry teams that meet once a week to note student progress. Our humanities inquiry team is addressing this directly. At the end of each semester, during Conference Days, we will have an Inquiry Presentation where the Humanities inquiry group (along with the rest) will be showing data, analyses and next steps in order for us to increase our ability to reach this goal.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Our school’s strengths are that we have a very dedicated staff who are willing to go above and beyond. One of our school’s area of need is that we have a large percentage of Title I students (as evidenced by our status as a Title I SWP school). With poverty comes many disadvantages and hurdles to the path of academic success, high school graduation and college readiness. Many of our students need more explicit communication regarding their strengths and weaknesses individualized guidance and support.

Part 2 – Annual Goal

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

In SY 2014-2015 mentors will meet with their mentees a minimum of 12 times per year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
School-wide Picnic in Van Cortlandt Park with mentor team building activities	All students and teachers	September 24, 2014	Admin, Sheridan (COSA)
Distribution and reflection of marking period grades/transcripts (for students not in their first semester)	All students and teachers	Sept 2014 – June 2014	Mentors, Reich (Mentor program coordinator)
Distribution and reflection of progress reports	All students and teacher	Sept 2014 – June 2014	Mentors, Reich (Mentor program coordinator)
Individual meetings with students and parents for struggling students	Students in need of academic intervention	Sept 2014- June 2014	Admin, Mentors

Part 4 – Resources Needed

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

Food and picnic items, schedule changes (approx. 2x/ marking period for progress report and marking period report card and reflection, handouts to structure long range goal setting and reflection

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

At the end of each semester, during Conference Days, we will have a presentation where the mentor coordinator will be showing data, analyses and next steps in order for us to have a more effective mentor program.

By February 1, 2015, our school’s mentors should have met with their mentors a total of 6 times.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In our inquiry cycle in the spring, our teachers collected and analyzed data (using a Common Core aligned rubric) that showed that our students are in need of more individualized assistance with literacy. Although they grew as a whole on the NYC ELA Performance task, they still were far behind in grade level performance. In order for students to improve, the school felt it necessary to focus on reading as it is a prerequisite when asking students to write about what they read and/or support their claims with the reading(s).

Part 2 – Annual Goal

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

In SY 2014-2015, all teachers in the four core subject areas will be implementing 6 units of study that are aligned to shared Common Core Reading Standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Create a research-based, teacher generated document for SY 2014-2015 that details specific Common Core Reading Standards and in what Marking Period they should be implemented by all teachers in the four core subject areas	All students and teachers	Spring 2014	Admin, ELA/ESL inquiry team
Schedule our ELLs, SIFE, SWDs with double periods of English on a daily basis	SWDs, ELLs	Sept 2014- June 2015	Admin
Create subject specific units of study that are aligned to that marking period’s school wide Common Core Reading Standards	teachers	Aug 2014- June 2015	Admin, Core Subject teachers
Purchase and implementation of research-based differentiated professional development program, “PD360”, now known as “Edivation” where teachers can look up strategies and activities on different Common Core Reading Standards	teachers	Aug 2014- June 2015	Admin, teachers

Part 4 – Resources Needed

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

→Highly Qualified Teachers
 →Time set aside in teacher schedule for

- Inquiry
- Professional Development
- Curriculum Development
- Co-Planning

→Per session for teachers working on curriculum development
 →Sixth period coverage for teachers teaching more than 5 classes to accommodate the double periods of ELA for high-need students
 →PD 360

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

We have inquiry teams that meet once a week to note student progress and, thus, the efficacy of our curricula.

We have mid-marking period PD time for curriculum development/feedback. Before each marking period begins, a final unit is submitted to the administration.

At the end of each semester, during Conference Days, we will have presentations and reflection time where we will be looking at data, analyses and next steps in order for us to increase efficacy of our units.

By January 31, 2015, each teacher in the four core subject areas will have carried out 3 units of study that are aligned to shared Common Core Reading Standards.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In SY 2013-2014, we (along with the rest of the City’s public schools) implemented Advance whereby teachers were no longer rated as S or U but with the combination of Teacher Practice (Danielson Framework) and Measures of Student Learning. With regards to Teacher Practice, we discovered that what used to be considered “Satisfactory” under the previous rating system now could be considered Developing or even Ineffective through the lens of the Danielson Framework. We also observed that there are some components that are higher leverage with respect to student academic achievement [and reinforced by the new chancellor’s focus on 8 competencies, as opposed to evaluating all teachers on 22 components. Of the 8 selected, the administration feels that 1e, 3c and 3d are going to be a focus in every observation we conduct.

Part 2 – Annual Goal

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| List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| In SY 2014-2015, all teachers will be observed focusing on competencies 1e, 3c and 3d a minimum of four times. |

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Carrying out PD before school begins to highlight our goal and to communicate clear expectations	All teachers	August 26-28, 2014	Admin, Flay (math coach)
Implementing a Professional Development cycle that highlights one of these components each marking period – including traditional PD sessions, close reading of the component, intervisitations, and observations.	All teachers	Sept 2014-June 2015	admin
Purchase and implementation of research-based differentiated professional development program, “PD360”, now known as “Edivation” where teachers are assigned segments, reflection	All teachers	Sept 2014-June 2015	admin

questions and follow up questions connected to that cycles' focus component. Teachers also can look up strategies and activities in areas where they feel they need improvement.			
Carrying out observation cycles in which we carry out → Unrated walkthroughs with feedback → Intervisitations → Rated observations to see whether or not implementation of best practices are successful	All teachers	Sept 2014- June 2015	admin

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
→PD 360 →Observation Schedules →Admin norming →Timely feedback

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
<u>We have PD time for curriculum development/feedback. Before each marking period ends, we, as a staff, are scheduled to reflect on the professional development cycle around that focus component.</u>				
<u>At the end of each semester, during Conference Days, we will have presentations and reflection time where we will be looking at data, analyses and next steps in order for us to increase efficacy of our observations.</u>				
<u>By January 31, 2015, the administration will have observed and rated all teachers at least two times in the components 1e, 3c and 3d.</u>				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Throughout SY 2013-2014 as well as our countless efforts for high school recruitment, we hear parents and students tell us their goals. All want a good education, successful 4 years with graduation and college preparation. In order for us to accomplish this, we must make a collective goal for the school – as it is an institution to educate students. The standard measure for academic progress is the receipt of a class credit in a particular subject area. We feel that the explicit communication of this collective goal and our consistent communication of our progress of this goal is key to realizing the goals of the community we serve.

Part 2 – Annual Goal

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

In SY 2014-2015, 80% of students will earn 10+ credits per year, with a minimum of 6 credits earned in the core academic subjects.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Deliver highly engaging lessons with researched based instructional practices such as ➔ Differentiated instruction ➔ Project based learning ➔ Utilization of multimedia resources for multiple access points to content/skil (UDL)	students	Sept 2014- June 2015	Teachers, admin
6 different occasions for college readiness presentation for parents, teachers and students to explain what is necessary for students to graduate and enter college.	Teachers, parents, students	Oct/Nov 2014	Admin, L. Carter (New Visions PSO)
Disseminate College Readiness Tracker to parents and students every semester to show progress towards graduation and college	Parents, students	February 2015	admin

Monthly meeting with parents to inform them of school wide progress as it pertains to this goal	parents	Monthly – Sept 2014- June 2015	Admin, Diaz (parent outreach coordinator)
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Part 4 – Resources Needed

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

- ➔ Datacation → www.skedula.com for college readiness tracker
- ➔ Support from CFN/PSO New Visions for graduation and college readiness presentations
- ➔ Teacher generated curriculum tailored to meet the needs of our unique student body

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Along with mentoring, students will receive marking period report cards and progress reports. With those intervals, we analyze aggregate school data to indicate whether the school is making progress toward this goal.

At the end of this semester, during Conference Day, we will have presentations and reflection time where we will be looking at data, analyses and next steps in order for us to increase efficacy of our curriculum, instruction, mentoring, parent outreach and interventions.

By January 31, 2015, 80% of students will earn 5+ credits from the Fall 2014 semester, with a minimum of 3 credits earned in the core academic subjects.

Part 6b. Complete in February 2015.

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> -parent request -student request -teacher/guidance recommendation upon analysis of student data (assessments, grades, credits, ELA/Math levels) 	<ul style="list-style-type: none"> - double period -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"> o Homework o Projects o Classwork o Tests o Performance Tasks 	<ul style="list-style-type: none"> -In-class - lunch and learn - after school (3:15 – 4:15 pm) - Saturday Academy
Mathematics	<ul style="list-style-type: none"> -parent request -student request -teacher/guidance recommendation upon analysis of student data (assessments, grades, credits, ELA/Math levels) 	<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"> o Homework o Projects o Classwork o Tests o Performance Tasks 	<ul style="list-style-type: none"> -In-class - lunch and learn - after school (3:15 – 4:15 pm) - Saturday Academy
Science	<ul style="list-style-type: none"> -parent request -student request -teacher/guidance recommendation upon analysis of student data (assessments, grades, credits, ELA/Math levels) 	<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"> o Homework o Projects o Classwork o Tests o Performance Tasks 	<ul style="list-style-type: none"> -In-class - lunch and learn - after school (3:15 – 4:15 pm) - Saturday Academy
Social Studies	<ul style="list-style-type: none"> -parent request -student request -teacher/guidance recommendation upon analysis of student data (assessments, grades, credits, ELA/Math levels) 	<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"> o Homework o Projects o Classwork o Tests o Performance Tasks 	<ul style="list-style-type: none"> -In-class - lunch and learn - after school (3:15 – 4:15 pm) - Saturday Academy

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> -parent request -student request -teacher/guidance recommendation 	<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 	During normal school hours
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>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. We have utilized the PSO New Visions to recruit their Urban Teacher Residents. We are looking to incorporate their Urban Teacher Residency program here in the school for SY 2015-2016 to have an internal pipeline of highly qualified teachers.</p> <p>We retain our teachers through incorporating all stakeholders in the development of the school. With their collaboration, input and involvement, they have more of a vested interest in the school – rather than experience a “top-down” approach.</p> <p>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.</p> <p>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>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>We provide a rich PD experience through a three-pronged approach to allow for breadth, depth and differentiation. We are utilizing the Monday PD structure (with foci on the main Danielson Components) in conjunction with Wednesday inquiry (to ensure that we implement strategies, gather data regarding our students and analyze for efficacy and improvement), and an online, research based individualized program, “PD 360” that allows for differentiation.</p>

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.).

N/A

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.

When the school was formed, it was our shared goal to be a project based school. As such, we have developed marking period projects centered on scaffolding a performance task. We also had envisioned end of semester portfolio interviews where students met with a teacher to describe their learning through their projects and other class materials. All teachers hired were on board and received professional development around creating these curricular materials through our New Visions PSO partner.

As a school, we must prepare students for Common Core aligned Regents exams as well in addition to MOSL assessments.

With regards to the MOSL:

We felt it was our duty, based off of data analysis from SY 2013-2014 ELA/ESL Inquiry team, that students lagged behind in literacy. We made literacy it our school-wide focus. We as a school, through the MOSL committee, selected to use the NYC ELA Performance Task as our Local Measurement for this year's teacher rating – knowing that if we make that our end point, we can use backwards planning and shared rubrics to ensure that all our students were growing in literacy and could demonstrate progress through this MOSL selection.

Through our inquiry groups, we are gathering and analyzing student assessment data to see what works, what is not, and what we can do better to see improved student outcomes.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$109,216	x	9, 11, 13, 17
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,272	x	9, 11
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,176,970	x	9, 11, 13, 17

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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. **World View 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.

World View 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

School-Parent Compact (SPC)

World View 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 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 353
School Name World View High School		

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

Principal 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Dual Language <small>(50%:50%)</small>	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	0	0	0	0	0	0	0	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. [i](#)

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	18	3	0	4	1	1	4	0	6	26
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		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	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
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/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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:

- 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 [AMAQ 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.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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/Philipino), 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 instuctional 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. [①](#)

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 councilors 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:			

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

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

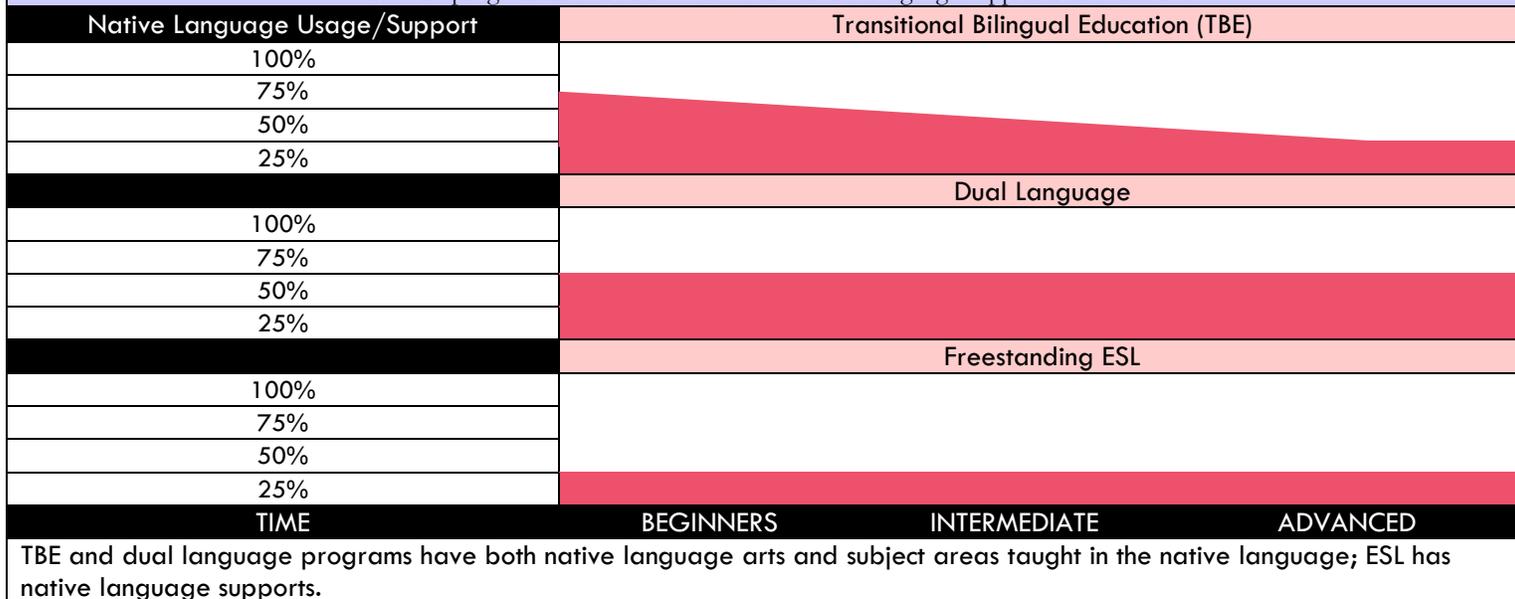
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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 continue 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 World 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



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>World View High School</u>	DBN: <u>10X353</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>57</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Saturday Academy is an academic enrichment program designed to help students at WVHS with their homework and school assignments. The focus is largely on Math, English, Science and Global History. The goal of the program is to improve student's proficiency in the subjects that they are experiencing difficulty as well as helping them to gain academic mastery of all core subjects. Teachers will receive training on an ongoing basis delivered by the lead ESL instructor on ESL Methodology. The program will run every Saturday from 9:00am to 12:00pm from October of 2014 to June of 2015 and is administered by 3 New York State certified teachers.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In order to provide targeted professional development to the staff at WVHS regarding English as a Second Language instruction, all teachers on staff (11 full time teachers -) will receive training via PD360, an online professional development site. This PD will be given once a month from September to June on Mondays from 3:35 to 4:15 and will center around best practices for ELL students, differentiation strategies, student engagement and creating a positive and inclusive classroom environment. The PD will be facilitated by the Assistant Principal, Yolanda Olsen and the anticipated topics to be discussed are listed below the anticipated dates.

10/20/2017- Close reading strategies
11/4/2014 - PD 360 Introduction
12/8/2014- PD 360 (Collaboration in the ESL classroom)
01/5/2014- Intervisitation with ESL teachers
02/9/15- Close reading stragegies
3/23/2015 - Differentiating by using close reading
04/30/2014 - Assesment strategies for ESL students
05/11/2014 - Assessment strategies for ESL students

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

In order to engage parents in the World View High School Community, this year we are looking to start a computer program that is geared towards teaching parents the skills that they will need in order for students to be successful in school. This program will run every Saturday from October 2014 to May 2015 from 10:00am to 11:00 am. In order to ensure the parents are able to fully participate and benefit from the class it will be taught by a bi-lingual teacher (Mr. Andre Zucker) who is fluent in both English and Spanish. At the moment all fo the parents who are signed up for the class speak Spanish as their native language. If more parents with diverse language needs up we will utilize DOE provided translation services. Topics to be covered along with approximate dates are listed below:

October: Introduction to World View High School

November: Introduction to Skedula

December: How to use the internet

January: How to use the internet

February: Introduction to Microsoft Office -Word

March: Introduction to Microsoft Office - PPT

April: Introduction to Microsoft Office - Excel

May: Search engines

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11690

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11690

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____