

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **WORLD VIEW HIGH SCHOOL**

Principal: **MARTIN HERNANDEZ**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: World View High School School Number (DBN): 10X353
Grades Served: 9-11
School Address: 100 West Mosholu Parkway South
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: Justina Vasquez
SLT Chairperson: Yolanda Olsen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tamara Cornielle
Student Representative(s): Lizbeth Franjul
Yonerfry Polanco

District Information

District: 10 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Queens, NY 11354
Superintendent's Email Address: jmendez2@schools.nyc.gov
Phone Number: (718) 281-7696 Fax: (718) 281-7519

Borough Field Support Center (BFSC)

BFSC: Affinity Group Field
Support Center Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Brooklyn NY 11202
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-2246

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Martin Hernandez	*Principal or Designee	
Marc Newman	*UFT Chapter Leader or Designee	
Justina Vasquez	*PA/PTA President or Designated Co-President	
Jafraissy Arias De Frias	DC 37 Representative (staff), if applicable	
Tamara Cornielle	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Lizbeth Franjul	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yonerfry Polanco	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nelly Rodriguez	Title I Parent Representative	
Larissa Sanchez	Title I Parent Representative	
Cynthia Hollins	Title I Parent Representative	
Yolanda Olsen	Assistant Principal	
Heather Flay	Assistant Principal	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission Statement

World View High School mission is to prepare students for college, careers and to become exemplary citizens characterized by their readiness to contribute to the community and the global society.

We designed project-based curriculum where students, including SWDs and ELLs, work with teachers who personalize curriculum based on each student's strengths, weaknesses, and interests. We aim to prepare all students to use technology in a thoughtful and purposeful way. We also encourage our students to develop maturity, self-control, curiosity, optimism, and tolerance. Students will be immersed in a supportive environment that is nurturing, intellectually challenging, and conducive to learning. We strongly believe that all students have the ability to learn when they are provided with a welcoming and supportive family oriented environment.

Initiative

Every student, including SWDs and ELLs, at World View High School is assigned a mentor. Mentors are responsible for making sure that their mentees are college and career ready by keeping track of their academic progress throughout their four years at World View High School.

Mentors meet with individually and in small groups at least six times a year. The mentor will serve as a point person for the student. Mentors will review students' grades, attendance and anecdotes and have conversations with the students about their performance. Mentors will also be responsible for parent outreach, informing parents about their mentee's academic performance as well as reminding parents about parent-teacher conferences and open houses. Each semester students will meet with their mentor three times in order to reflect on their academic progress. Students will create grade goals for each class at the beginning of the Fall and Spring Semesters. After each marking period, students will reflect on what they did well and what they need to improve in order to reach their semester grade goals. Mentors will work with their mentees to reflect on their academic progress and then to focus on areas in need of improvement. The goal of the mentor program is to make sure that each student has at least one teacher that they feel comfortable approaching about their academic progress. This teacher is also responsible for insuring that their mentee is college and career ready by monitoring their attendance, credits, GPA and Regents exams.

Special Populations

Here at World View High School, it is our main priority to ensure that all our students can learn and progress towards college and career readiness. We have an excellent staff to meet the needs of every type of learner. Our school is home to a variety of students who come from around the world. Many of them speak a language other than English. 34 percent of our students are English Language Learners. We have two programs to meet their needs - English as a New

Language and Transitional Bilingual Education in Spanish. We also have students who learn differently. 21 percent of our students are Students With Disabilities. For these students we have a variety of classroom settings, including Integrated Co-Teaching.

As with every school in the New York City Department of Education, we strive to close the achievement gap, especially with black and latino males. With 51 percent of our student body being male, and 95.9 percent being black and latino, it is especially crucial that we provide additional support where there are gaps to positively impact the number of students we graduate ready to enter college and the workforce.

The elements of the Framework for Great Schools

According to our latest Quality Review, the areas of proficiency links with elements of **Rigorous Instruction** and **Collaborative Teachers**. These are the hallmarks of every good school. We will maintain these as we look to enhance the element of **Strong Family-Community Ties**. This year, with the creation of a family college and career center, staffed with a social worker/college advisor and parent coordinator, we hope to engage our school's families even more as we look towards creating stronger ties.

10X353 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	173	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	5	# SETSS	2	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	3	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		152.1%	% Attendance Rate		89.2%
% Free Lunch		93.0%	% Reduced Lunch		4.2%
% Limited English Proficient		33.8%	% Students with Disabilities		16.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		1.4%	% Black or African American		23.9%
% Hispanic or Latino		66.2%	% Asian or Native Hawaiian/Pacific Islander		2.8%
% White		4.2%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		0.63	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		34.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		4.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		81.0%	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

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

Part 1 – Needs Assessment

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

During the inquiry cycle in the spring, a group of teachers from different content classes (ELA, ESL, Science, and FL) utilized data collected from the current semester and two past semesters. Data containing work was divided into 6 different foci, all of which addressed the students’ reading and writing skills. Upon analysis and using a Common Core aligned rubric, data showed that there has been steady progress in the students’ levels in the 6 different foci but are still in need of more individualized assistance with literacy.

Part 2 – Annual Goal

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

In SY 2015-2016, all teachers in the four core subject areas will implement 6 units of study (one for each marking period of this school year) that are aligned to shared Common Core Reading and Writing Standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create a research-based, teacher generated and Common Core aligned rubric for SY 2015-2016, with 6 different foci [1 per marking period] to measure reading and writing skills. Curriculum and Unit Plans developed with deference to specific reading and writing achievement gaps identified through the</p>	<p>Teachers, students, parents</p>	<p>June 2015 ◇</p>	<p>Humanities Inquiry Coordinator, Collaborative Teacher Teams, Administration</p>

<p>course of the Inquiry Cycle. Each unit is developed by content teams that include significant input from special education and ESL teachers that follow students achievement through data-driven baseline assessments. Time was scheduled over the summer and for the upcoming school year to work on Scope and Sequence, Units and Project based assessments. Mentors/seasoned teachers were paired with first-year teachers to facilitate on-going planning and overall pedagogical growth.</p> <p>Parents and students were invited to end-of-year celebration where they recapped achievements this year and became familiar with the upcoming Family Nights to take place during the school year. Parents were introduced to the new Family College & Career Center to familiarize themselves with the rigorous support structures in-place to transition children from high school to college and the workplace</p>			
<p>Our new Family College & Career Center is staffed by a full-time social worker who serves primarily as College Advisor. Here students research colleges, draft essays and applications, participate in mock-interviews and resume workshops, arrange for off-site internships and pursue their ideal post-secondary path. Families collaborate with the Center, Guidance Counselor and staff to pursue their child's post-secondary ambitions. The Center will also work closely with parents of SWDs and ACCESS-VR transitional services as students transition out of high school.</p> <p>Teachers will utilize Intranet and Google Drive to organize, share, and modify Unit plans, Scope and Sequence, project-based assessments and other classroom materials.</p> <p>Parent workshops on College & Career Readiness are planned throughout the school-year, presented by New Visions College & Career Readiness team to make families aware of graduation requirements and rigorous Common Core State standards/exams.</p>	<p>Teachers, administration, students, parents</p>	<p>July 2015</p>	<p>Teachers, Administration, Social Worker/College Advisor, support from New Visions</p>
<p>Teachers will work closely with the CCLS curriculum and turnkey instructional strategies that will have significant impact on ELLs/SWDs. Integrated Team Teachers work closely to differentiate content and impact students of diverse learning modalities, ie. kinesthetic, auditory and visual learners. An emphasis is placed on scaffolded learning where students at all levels of learning follow modeled instructional strategies.</p>	<p>Teachers, students, parents, SLT/PTA leaders, Parent Coordinator, administration</p>	<p>July 2015 - June 2016</p>	<p>Teachers, Guidance Office, social workers and Administration</p>

During monthly Family Nights the school Parent Coordinator and PTA President will speak to parents about CEP goals, the investments, resources and curriculum utilized in our Action Plan. The school will celebrate student achievement and give parents the opportunity to meet with teachers and staff during Parent Engagement time. Teachers review academic and social development with families, Guidance, social workers and administration.

<p>School creates Inquiry teams, consisting of teams of teachers in their varied core subject areas who collect and analyze student work and student progress with deference to the Common Core reading and writing Standards. A school-wide rubric was implemented to measure classwork and participation grades weekly on PupilPath.</p> <p>Parents were invited and participated in a school-wide orientation where the entire staff was present to review the school-wide rubric, Scope and Sequence and Syllabi with parents and students to familiarize them with the rigorous expectations at World View High School. Parents were set-up and trained in the use of PupilPath accounts to monitor their child's progress. Students were additionally set-up with Google school accounts to submit classwork and share homework, projects and schoolwork with their families.</p>	<p>Teachers, students, parents</p>	<p>Sept 2015</p>	<p>Humanities Inquiry Coordinator, Teachers</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Flexible Scheduling, Per Session for one-on-one meetings before/after school, reports (report cards, progress reports, transcripts), Google Apps for Education</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Inquiry team will meet once a week to practice the following:

- Inquiry team will create a target group of students representing Low, Medium, and High skilled students, as based on current and official MOSL results.
- Inquiry team will assign 1 focus for each marking period in order produce, share, and gather classroom best practices to aid in producing and revising curriculum planning.
- Inquiry team will collect, rate, and analyze at least 2 different student work sample from target group for each marking period and using the Common Core aligned rubric to examine and monitor student progress. Data will be used to continually revise and shift school’s focus towards where students require more academic assistance.
- School will follow a 27-day study cycle for each marking period in order to support and implement information gathered from Inquiry Team work.
- The first 20 days will be ‘teaching’ days. Teachers will present lessons and activities supporting students in gathering and investigating new information.
- The last 7 days will be to assess students’ understanding and acquiring of academic skills (as based on Common Core Reading and Writing Standards) and for the teacher to ‘reteach’ certain points that indicated lower performance by students.

By February 2016, 3 Common Core Aligned units of study would be completed in the core subject areas

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

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

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

Part 1 – Needs Assessment

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

Our school’s core strength is 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.

Last year, staff began meeting with their small group of mentees. There were immediate gains in attendance and in MOSL student performance the first year this Advisory mentor program was implemented. This year, we want to improve on the Advisory model. We hired an additional social worker who will run the new Family College & Career Center. We also have a Guidance Counselor assigned to ninth grade students. Two social workers and one Guidance Counselor will serve to push-in to Advisory classes driven by teacher and student feedback provided during the roll-out of the Advisory program 2014-15 school year. This feedback was generated with attention to the *Overcoming Obstacles* curriculum, on-going student surveys and informal assessments made by mentors and the school social worker, as well as workshops conducted with the New Visions Guidance team. As the school year began, focus was centered on aspects of the The NYC School Survey 2014-15 dubbed ‘Supportive Environment’ for parents, teachers and students - 84% positive responses. These foci will include:

- Academic Expectations
- Respect
- Communication
- Responsibility
- Diligence
- Integrity
- Loyalty
- Fairness
- Trustworthiness
- Caring

School Culture was rated "Proficient" in the Quality Review 2014-15. The Guidance team will continue to informally monitor progress in these focus areas throughout the year and reinforce topics where needed. Additionally, mentors will have opportunities to meet individually with students on an as-needed basis. Students will be given opportunities to attend Saturday Academy, after and before school tutoring as well as lunch-and-learn sessions where they will feel safe, supported and challenged by teachers and peers. The expectation is that more students will accumulate credits, pass NYS Regents and continue to increase attendance towards graduation than the previous year.

Part 2 – Annual Goal

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

By June 2016, our students will have had a minimum of 10 academic/college and career mentoring sessions.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.

**Target Group(s)
Who will be targeted?**

**Timeline
What is the start and end date?**

**Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?**

School-wide Picnic in Van Cortlandt Park with mentor team building activities	All students and teachers	Sept 2015	Admin, COSA
Distribution and reflection of marking period grades/transcripts (for students not in their first semester)	All students and teachers	Sept 2015 – June 2016	Mentors, Mentor program coordinator
Distribution and reflection of progress reports	All students	Sept 2015 –	Mentors, Mentor

	and teachers	June 2016	program coordinator
Individual meetings with students (and parents for struggling students, when necessary)	All students and teachers	Sept 2015- June 2016	Admin, Mentors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

We have a staff member leading coordinating this program. We hired an additional social worker, guidance counselor and parent coordinator to maintain and facilitate the program in conjunction with the mentor coordinator.

Schedule Adjustments:

The schedule will be adjusted during the school year to allow mentors to spend time with their mentees in a small group to address academic and socio-emotional needs.

School wide picnic at Van Cortlandt Park at the beginning and end of year were scheduled as field trips.

Per Session/Per Diem:

Per session is used to support the additional work that the mentor coordinator, social worker and guidance counselor.

Per diem is used to hire substitutes to provide additional supervision.

Per session is used to provide for teacher tutoring time after school and on Saturday.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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, 2016, our school's mentors should have met with their mentees a total of 5 times.

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

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

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

Part 1 – Needs Assessment

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

During the inquiry cycle in the spring, a group of teachers from different content classes (ELA, ESL, Science, and FL) utilized data collected from the current semester and two past semesters. Data containing work was divided into 6 different foci, all of which addressed the students’ reading and writing skills. Upon analysis and using a Common Core aligned rubric, data showed that there has been steady progress in the students’ levels in the 6 different foci but are still in need of more individualized assistance with literacy. In order for students to receive further support, the school has decided to put more emphasis on three foci for each semester of the year.

Part 2 – Annual Goal

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

By June 2016, 80 percent of our school’s student inquiry target group will increase their performance on the NYC ELA Performance Task by at least 1 point.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Teachers	By Sept 2015	Inquiry Coordinator, Collaborative Teacher Teams, Admin
Create a research-based, teacher generated, and Common Core aligned rubric for SY 2015-2016, with 6 different foci			

addressing reading and writing skills. Rubric will be utilized school-wide. There will be 1 focus for each marking period. .			
Create subject specific units of study that are aligned to each marking period's school-wide Common Core Reading and Writing Standards.	Teachers	July 2015	Teachers
Create an Inquiry team, consisting of teachers from varied core subject areas to collect and analyze student work and student progress as based on Common Core Reading and Writing Standards.	Teachers	Sept 2015	Admin, Inquiry Coordinator
Tutoring before school, after school, during lunch and learn, and during Saturday Academy to ensure that all students (including ENLs and SWDs) have access to additional assistance	Students	Sept 2015- June 2016	Teachers, Admin
Hold monthly family night events where school's Parent Coordinator and PTA President will speak to parents about CEP goals, the investments, resources and the curriculum utilized in our action plans	Families	Sept 2015- June 2016	Parent Coordinator, SLT/PTA leaders, Admin

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p><u>Human Resources:</u></p> <p>The school has appointed three inquiry coordinators to lead the inquiry meetings.</p> <p><u>Instructional Resources:</u></p> <p>We purchased the PD360 site license to support staff through the inquiry process and use the program to delve deeper into the inquiry process through analysis, adjusting instruction and setting instructional goals.</p> <p>We purchased Achieve3000 to support students and gather data in the form of lexiles from baselines, midyear and end of year assessments.</p> <p><u>Schedule Adjustments:</u></p> <p>The PD schedule was adjusted so that inquiry is a weekly component of teacher's professional time. Inquiry groups have been divided into Social Studies, Mathematics, 9/10 Grade Humanities, and 11 Grade Humanities.</p> <p><u>Per session/per diem:</u></p> <p>Teachers are offered per session for tutoring before/after school and during Saturday Academy.</p> <p>Teachers are offered a prep period coverage for tutoring during Lunch and Learn program.</p> <p>Teachers are offered per diem to assess and analyze student MOSL data after school and on Saturday.</p>
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

- Inquiry team will meet once a week to practice the following;
 - Inquiry team will create a target group of students representing Low, Medium, and High skilled students, as based on current and official MOSL results.
 - Inquiry team will assign 1 focus for each marking period in order produce, share, and gather classroom best practices to aid in producing and revising curriculum planning.
 - Inquiry team will collect, rate, and analyze at least 2 different student work sample from target group for each marking period and using the Common Core aligned rubric to examine and monitor student progress. Data will be used to continually revise and shift school’s focus towards where students require more academic assistance.
 - School will follow a 27-day study cycle for each marking period in order to support and implement information gathered from Inquiry Team work.
 - The first 20 days will be ‘teaching’ days. Teachers will present lessons and activities supporting students in gathering and investigating new information.
 - The last 7 days will be to assess students’ understanding and acquiring of academic skills (as based on Common Core Reading and Writing Standards) and for the teacher to ‘re teach’ certain points that indicated lower performance by students.
- By February 2016, 80 percent of our school’s student inquiry target group will increase their performance on a modified performance task (based on the NYC ELA baseline assessment) by 1 point.

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

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

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

Part 1 – Needs Assessment

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

In SY 2014-2015, the administration met their obligation of completing all the required teachers’ observations. Along the way, data of their rating was tracked and color coded to see the changes, both numerically and visually. We observed improvement in all teachers, from September to June. We feel the explicit analysis of teacher rating by administration drives future observations and conversations, thus being a tool for the improvement of teacher practice. We would like to continue this data analysis and incorporate this into a school-wide goal.

The credit accumulation rate and attendance rates increased from SY 2013-2014 to SY 2014-2015. When instruction is rigorous and engaging, students attend school and do the work. The greater analysis of teacher practice can lead to improved instruction and thus we continue and improve on this best practice.

Part 2 – Annual Goal

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

By June 20, 2016, 20% of teachers will improve in rating (according to the Danielson Framework for Teaching) in domain 3c: Student Engagement.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Carrying out PD before school begins to highlight our goal and to communicate clear expectations for effective curriculum and instruction for all students, including SWDs and ELLs.	All teachers	Sept 1- 8, 2015	Admin
Implementing a Professional Development cycle that highlights/address one of these components each marking period, including traditional PD sessions, close reading of the component, inter-visitations, and observations.	All teachers	Sept 2015- June 2016	admin
Purchase and implementation of research-based differentiated professional development program, "PD360", now known as "Edivation" where teachers are assigned segments, reflection 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 which can include strategies to help SWDs and/or ELLs.	All teachers	Sept 2015- June 2016	admin
Carrying out observation cycles in which we carry out * Unrated walk-through with feedback * Inter-visitations Rated observations to be tracked to see whether or not implementation of best practices are successful	All teachers	Sept 2015- June 2016	admin
Hold monthly family night events where school's Parent Coordinator and PTA President will speak to parents about CEP goals, investments, resources and curriculum in our action plans	Families	Sept 2015- June 2016	Parent Coordinator, SLT/PTA leaders, admin

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources:

Teachers came in for PD prior to the start of the school year (September 1st, 2nd and 3rd). During this time teachers worked extensively planning for the upcoming year to ensure students had rigorous instruction. During this time teachers received training on the PD360 program.

Instructional Resources:

The school purchased a subscription for PD360 for teacher. The school hired a coach to provided training to the teachers and the administration on how to use the PD360 platform.

Schedule Adjustment:

The PD cycle, which is aligned with the unit cycle, was adjusted to incorporate PD360 to meet the needs of the teachers. Through observations, administration will assign videos to the teachers that pertain to the teachers’ own person goals and areas of improvement.

Per Session/Per Diem:

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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.

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.

By February 2016, 10% of teachers will improve in rating (according to the Danielson Framework for Teaching) in domain 3c: Student Engagement.

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

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

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

Part 1 – Needs Assessment

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

Throughout this past school year, 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. 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. That is why in June of 2015, we hired a parent coordinator to be the point person in facilitating this explicit communication.

Part 2 – Annual Goal

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

In SY 2015-2016, parent participation will increase by 10% as evident by the PTA meetings (Family Nights) attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Six college readiness presentation for parents, teachers and students to inform and explain HS graduation requirements and college admission process.	Teachers, parents, students	Oct/Nov 2015	Admin, New Visions PSO
Creation of a Family College and Career Center – an office dedicated to parent outreach for college/career readiness	Parents	Summer 2015	Building Custodial Staff, Admin, parent coordinator
Disseminate College Readiness Tracker to parents and students every semester to show progress towards graduation and college	Parents, students	Sept 2015, February 2016	Admin, Guidance counselor & Social Workers
Monthly meeting with parents to inform them of school wide progress and individual student progress	parents	Monthly – Sept 2015-June 2016	Admin, parent coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<p>We will organize 10 family nights throughout the school year. New this year, we hired a parent coordinator and a college advisor. We established a Family, College and Career Center that is organized by our new college advisers.</p> <p>Each parent will have a Pupilpath account which will allow them to view the child’s grade, monitor the attendance and be in constant communication with teachers.</p> <p>For each PTA meeting we will have a specific topic with a guest speaker. The PA president will be asked to co-plan each event held at the school. We will receive support from PSO New Visions for graduation and college readiness presentations.</p> <p>Parents will be invited to monthly student recognition ceremonies.</p>										
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

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 parent outreach and interventions.

By January 31, 2016, our average parent turn out for parent meetings will be 5%.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<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 Achieve3000 	<ul style="list-style-type: none"> - Small group tutoring -Whole class instruction on strategies -Assessments o Homework o Projects o Classwork o Tests o Performance Tasks 	<ul style="list-style-type: none"> -In-class - lunch and learn - after school - 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 Deltamath.com 	<ul style="list-style-type: none"> - Small group tutoring -Whole class instruction on strategies -Assessments o Homework o Projects o Classwork o Tests o Performance Tasks 	<ul style="list-style-type: none"> -In-class - lunch and learn - after school - Saturday Academy
Science	<ul style="list-style-type: none"> -parent request -student request 	<ul style="list-style-type: none"> -7 Habits of Effective Readers 	<ul style="list-style-type: none"> - Small group tutoring 	<ul style="list-style-type: none"> -In-class - lunch and learn

	-teacher/guidance recommendation upon analysis of student data (assessments, grades, credits, ELA/Math levels)	- Accountable Talk - Integration of technology such as eScience (through Achieve3000) - Use of manipulatives and hands on activities	-Whole class instruction on strategies -Assessments o Homework o Projects o Classwork o Tests o Performance Tasks	- after school - Saturday Academy
Social Studies	-parent request -student request -teacher/guidance recommendation upon analysis of student data (assessments, grades, credits, ELA/Math levels)	-Independent, guided, small and whole group reading - 7 Habits of Effective Readers - Accountable Talk - Integration of technology such as Achieve3000	- Small group tutoring -Whole class instruction on strategies -Assessments o Homework o Projects o Class work o Tests o Performance Tasks	-In-class - lunch and learn - after school - Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-parent request -student request -teacher/guidance recommendation	-Weekly counseling or additional as needed -Health consultation provided at campus clinic through Montefiore	- Small group - Individually - Whole class presentations made by health educators	During normal school hours

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.</p> <p>Administration and department teachers with a team of school staff will attend hiring fairs through the DOE and the New Visions Affinity Group in the Spring and, if necessary, the Summer. Candidates will come to interviews with team of school staff and, if invited, perform a demonstration lesson for our students while school staff observe and take notes.</p> <p>We have utilized the New Visions Affinity Group to recruit their Urban Teacher Residents. We will 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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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.

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 established, 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 Affinity Group.

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

With regards to the MOSL:

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. Using this strategy in SY 2014-2015 was successful as we saw great gains in student reading comprehension and writing. We will continue utilizing this strategy in the following school year.

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	212,597.00	x	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		5C
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	1,990,443.00	x	5A, 5B, 5C, 5D, 5E

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

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 strategies

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

Part D: Parental Engagement Activities

- 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. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____

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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Martin Hernandez	Assistant Principal Yolanda Olsen
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Caren Lucarelli	School Counselor Joanny Santana
Teacher/Subject Area Ramon Nunez/Social Studies	Parent Justina Vasquez
Teacher/Subject Area Corinne Gibbon/ENL	Parent Coordinator Jafrais Frias
Related-Service Provider Shaillleen Rodriguez	Borough Field Support Center Staff Member James Brown
Superintendent Juan Mendez	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	289	Total number of ELLs	97	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	64	ELL Students with Disabilities	15
SIFE	24	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	26

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	59	18	3	5	0	2	23	0	0	0
DL	0		0	0	0	0	0	0	0	0
ENL	5	2	3	2		2	3		10	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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										19	22	53		0
Haitian										3	0	0		0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	2	4		0
Chinese														0
Russian														0
Bengali												1		0
Urdu														0
Arabic														0
Haitian										1				0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	0	1	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 During the week of September 14th, 2015 all English teachers administered the Achieve3000 reading baseline to all students in the school. This data will provide teachers with an approximate reading grade level for each student. This data shows that nearly all ELLs are reading atleast three grade levels below their current grade. This data is used in our instructional plan when grouping students, assigning projects, assigning text to read and to set the curriculum pacing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Across all grades and all proficiency levels the ELLS display the same pattern: their Listening and Speaking Scores on the NYSESLAT are higher than their Reading and Writing Scores. For the students in the bilingual program, most of their scores for all modalities were in the high beginner/low intermediate range. For the students in the free standing ENL program, the majority of our students are testing in the Intermediate and Advanced range for all four modalities. The pattern across all grade levels appears to lend itself to the bell shaped curve.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The patterns across the modalities have resulted in a greater emphasis on reading and writing in all ENL and ELA classes, specifically for the intermediate and advanced students . Two of our ENL students tested at the proficient and tested out of the NYSESLAT. For the students in the bilingual program, most of their scores for all modalities were in the high beginner/low intermediate range. For the students in the free standing ENL program, the majority of our students are testing in the Intermediate and Advanced range for all four modalities.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Across all grades and all proficiency levels the ENLs/TBEs display the same pattern: their Listening and Speaking Scores on the NYSESLAT are higher than their Reading and Writing Scores. Checking for understanding with low-stakes assessments are really the most important and useful of student data and to support the growth of students through the Periodic Assessments. Using exit slips, brief quizzes the thumbs up/thumbs down methods are a few of the ways to gather information on where students are and where we need to go next. Summative assessments, such as a literary analysis essay or an end-of-unit science exam, allow us to measure the growth of individual and whole-group learning. If a large number of students don't do well on a high-stakes assessment, we need to reflect back on the teaching and make necessary adjustments in the future.

Taking a look at previous standardized test scores for your current students is also beneficial in several ways. F results with students individually and set some obtainable, realistic goals for them to work towards before the next test. It reveals which students performed above grade level, at grade level and below grade level. This could help inform how you choose student groups, create seating charts, and differentiate for individuals.

b. The school leadership and teachers use the results from the ELL Periodic Assessment when planning school initiatives, CEP goals, scope and sequences, performance tasks, assessments and lessons. Every year, when the NYSESLAT data is communicated to the school the ESL teachers meet to discuss data patterns, students' proficiency levels and student strengths and weaknesses. The ESL teachers then analyze the data for the number of students who test out of ESL services and for those who moved up one proficiency level. If the majority of the students are making gains the program is concerned to be successful and changes are made to further increase student achievement. If the data shows an unsuccessful program the ESL teachers will meet with administrators to discuss implementation changes, class changes and focus areas.

c. The school is learning that the students needs are focused around writing and reading and that lessons/units are focused on developing students' skills to successfully test out of ESL and perform at a proficient level on the State Exams. After-school and Saturday tutoring will be available for all ESL students, grades 9-11, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. After lunch tutoring began in October and will run through June 2016. Struggling students are mandated to attend Saturday and/or lunch tutoring in order to make up for deficient skills. All students are welcome to attend Saturday school if they feel that they can benefit from the extra help and instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
All staff are in the process of learning different literacy strategies that can be implemented across the content areas including the For and Against Organizer, Accountable Talk, Seven Habits of Effective Readers and Summarizing. Teachers attend Professional Development workshops on each individual strategy and then turnkey the strategies into their lessons. The school has also devoted a significant amount of professional development time to effective team teaching in ENL classrooms. Teacher analyze student work and performance to adjust for student needs. Teachers write a reflection on each strategy and it's implementation in the classroom. The ENL teachers also team teach content classes and meet on a weekly basis and communicate daily via email.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Every year, when the NYSESLAT data is communicated to the school the ENL teachers meet to discuss data patterns, students' proficiency levels and student strengths and weaknesses. The ENL teachers then analyze the data for the number of students who test out of ENL services and for those who moved up one proficiency level. If the majority of the students are making gains the program is concerned to be successful and changes are made to further increase student achievement. If the data shows an unsuccessful program the ENL teachers will meet with administrators to discuss implementation changes, class changes and focus areas.

Part IV: ELL Identification Process

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

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

When a new student arrives at our school for his/her first day, the following guidance counselor, Joanny Santana, will meet with the student and the family. If there is any question as to their ENL status, the counselors will immediately consult with Caren Lucarelli, the ENL coordinator and who is ENL certified. The ENL coordinator will pass this information onto Corinne Gibbon or Megumi Ito, the ESL teachers, and they will administer the Home Language Identification Survey. Also, the teacher will informally test the student’s reading skills, basic grammar, and assess oral and listening skills. Then, based on the results of the assessment and the HLIS, we administer the NYSITELL test within ten days of the student’s arrival with the student(s) in the ENL classroom. When appropriate the Spanish LAB will be administered for Spanish-speaking ENLs. The ESL teachers, Corinne Gibbon or Megumi Ito are responsible for administering the NYSITELL and the Spanish Lab.

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

Upon enrollment, the Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal school setting. In their ELA classes, students will be administered the Achieve 3000 baseline to determine reading level. In addition, teachers of new ENL and possible SIFE students meet once a month to analyze student work and determine if it is evident if a student has had interrupted formal education.

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

The Language Proficiency Team is comprised of Martin Hernandez (principal), Heather Flay (assistant principal), Caren Lucarelli (ENL/ELA teacher), Marc Newman (Special Education Teacher) and Lois Ramirez (Bilingual certified Special Education Teacher).

When a new student arrives at our school for his/her first day, the following guidance counselor, Joanny Santana, will meet with the student and the family. If there is any question as to their ENL status, the counselors will immediately consult with Caren Lucarelli, the ENL coordinator and who is ENL certified. The ENL coordinator will pass this information onto Corinne Gibbon or Megumi Ito, the ESL teachers, and they will administer the Home Language Identification Survey. Also, the teacher will informally test the student’s reading skills, basic grammar, and assess oral and listening skills. Then, based on the results of the assessment and the HLIS, we administer the NYSITELL test within ten days of the student’s arrival with the student(s) in the ENL classroom. When appropriate the Spanish LAB will be administered for Spanish-speaking ENLs. The ESL teachers, Corinne Gibbon or Megumi Ito are responsible for administering the NYSITELL and the Spanish Lab.

Marc Newman and Lois Ramirez then meet with the family of the student to review the student’s IEP to help determine the best placement for the student.

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

Entitlement and non-entitlement letters are distributed within 5 days after the NYSITELL is scanned through the ENL coordinator. Once the NYSITELL is scanned Caren Lucarelli determines based off the score if the student is eligible for services. She then chooses the correct (entitlement or non-entitlement) letter to send to the parents. She completes the letter and makes a copy. A copy is kept in a binder in room 305A. The original is mailed to the parent. The parent coordinator, Jafrais Frias, mails out the letter.

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

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

*When a new student is assigned to our school, guidance counselors/social workers and the ENL department together inform the parents of our programs (freestanding ENL and Spanish TBE) and what the other choices there are (Dual Language). On the first day, one of the ENL teachers (Corinne Gibbon, Megumi Ito or Caren Lucarelli) show the video from the Office of English Language Learners. They provide parents and students with the Program Choice letter following the viewing of the video. The second day of the child’s attendance in school one of the ENL teachers, Corinne Gibbon, Megumi Ito or Caren Lucarelli, will administer the NYSITELL test. When they score the test on day three, if it is determined that the student is indeed an ENL, they will both give the student an Entitlement of ENL Services letter and also mail one home on day four. ENL coordinator keeps list of parents who requested a different program. If/when a new program becomes available a letter will be mailed home by Caren Lucarelli, ESL coordinator, to

information parents of new program. Fortunately, one third of our staff is spanish speaking and can inform parents of their options when they come to the school for the first time.

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

On the first day of school the ENL coordinator, Caren Lucarelli, and the assistant principal, Heatehr Flay, will print the NYSESLAT scores from ATS. From this report two lists will be generated during the first week of school by Heather Flay; those students who need to receive entitlement letters and those students who need to receive non-entitlement letters for testing out. Once the lists are generated the entitlement/non-entitlement letters are filled out by Heather Flay. A copy is made and put on file in a binder kept in 305A. The originals are given to Jafraisys Frias, Parent Coordinator, where she will address and mail out the letters by the second week of school. If a student does not return the Program Selection Form within one week Jafraisys Frias calls home to follow up and remind parents about turning in the paperwork. All Program Selections Surveys are kept in a binder in room 305A. If a student does not return the form then the student's program is by default bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. A list is maintained of every student who received a Parent Survey and Program Selection form. If a student does not return the Program Selection Form within one week Jafraisys Frias calls home to follow up and remind parents about turning in the paperwork. All Program Selections Surveys are kept in a binder in room 305A. If a student does not return the form then the student's program is by default bilingual education.

9. Describe how your school ensures that placement parent notification letters are distributed. On the first day of school the ENL coordinator, Caren Lucarelli, and the assistant principal, Heather Flay, will print the NYSESLAT scores from ATS. From this report two lists will be generated during the first week of school by Caren Lucarelli; those students who need to receive entitlement letters and those students who need to receive non-entitlement letters for testing out. Once the lists are generated the entitlement/non-entitlement letters are filled out by Caren Lucarelli. A copy is made and put on file in a binder kept in 305A. The originals are given to Jafraisys Frias, Parent Coordinator, where she will address and mail out the letters by the second week of school.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). A copy is made and put on file in a binder kept in 305A.

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

The NYSESLAT is administered by Caren Lucarelli, Corinne Gibbon, Megumi Ito and Ramon Nunez. A component spreadsheet is developed with the four testing sections and dates for when each student will be administered the exam. Students receive invitations to come to the library and/or the ENL class room to complete the components of the exam. If a child is absent there are make-up days for students missing components. Once the scores are available the ENL coordinator, Caren Lucarelli, and the assistant principal, Heather Flay, review the test scores via ATS to determine eligibility. The ENL department reviews the results of the NYSESLAT on ATS to help us program students correctly and to align student schedules with state mandates for ENLs. We also group students according to their reading, writing, and listening skills based on the test and in school assessment.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement and transitional letters are distributed at the beginning of the school year by the ENL coordinator, Caren Lucarelli. She reviews the NYSESLAT and intake information of all student then chooses the correct letter to send to the parents, when appropriate. She completes the letter and makes a copy. A copy is kept in a binder in room 305A. The original is mailed to the parent. The parent coordinator, Jafraisys Frias, mails out the letter.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

At World View High School we provide our students with both a ENL and TBE 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 ENL 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 share information to parents about schools offering dual language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Currently we have 97 ELLs; they range in skill levels from beginner to advanced.. Based on the results of the spring 2015 NYSESLAT Exam most of the ESL students at WVHS scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. They are orally proficient but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a significant amount of our TBE ENLs who are not yet orally proficient in English whose needs are different than the Long Term ELLs/ ELLs who are already orally proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

To this effect we have implemented an ESL instructional program is a hybrid push-in/pull out model. We have four ENL certified teachers and one ENL certified assistant principal who service the ELLs. Most ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one strand that follows the same schedule and all ELLs in these strands receive enough support to be in compliance with CR PART 154 for beginner students. At times a few ESL students will come in with Regents and/or high school credit. For these students their minutes are met through freestanding ESL classes. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively. Students are also programmed for a freestanding ESL class in the afternoon based on their NYSESLAT scores. Lower performing ENLs 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 or Acheive3000 for struggling readers and pre-literate students.

At World View High School, each grade is divided into strands. For each grade level there is an ENL strand and a TBE Spanish strand. Although the two ELL groups are divided between the most proficient and least proficient students, the strands tend to be heterogeneous. Classes are 45 minutes long. Below is how this coherent but flexible language policy fits into the 8 principles of a strong language allocation policy.

Principle One: A Coherent Language Policy

In implementing a push-in/CTT model we have also had to think about how we use both languages in the classroom. We face the challenge of a diverse ELL population in terms of language proficiency but not sufficient numbers to make possible separate classes by language proficiency. However, because almost all of our ENLs come from a Spanish-speaking background, we have mapped out how to strategically use both English and the native language to best support our students. The ENL teachers in conjunction with content teachers and the administration have developed a language policy that we feel takes into account the individual needs of all of our students. Teachers regularly provide glossaries, text translated into Spanish, and explanations in Spanish. Quite a few of our teachers are proficient in Spanish.

Principle Two: Academic Rigor

Through the push-in model we ensure that all ENLs at WVHS participate in instructional programs that are aligned with ESL, ELA, and CCLS content learning standards as well as have access to a regents prep curriculum. Through the push-in CTT model, teachers use ENL strategies and methodologies as well as native language support when necessary to address the needs of students at various proficiency levels.

Principle Three: Use of Two Languages

As mentioned above, the native language is used as support within content area classes. The rationale behind this is that in the content classroom our curricular goal is to have students master the concepts in a way that they can then apply to the Regents exams and pass with a 65 or above. Because they can take these exams in their native language there is no reason we see why they cannot use their native language to make meaning out of the material in class. In order to help ENLs who are at the beginner level, we pull them out of some content classes to conduct small group, native language instruction, particularly for instruction in Global History.

Principle Four: Explicit ENL and ELA Instruction

The ENL and content teachers plan together to ensure that ENL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student, teacher or bilingual paraprofessional are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

In 9th and 10th grade, we pull out beginner ELLs from the ELA class and provide small group instruction to these students. The average class size for our beginner pull out classes is eight students.

We have an ENL instructional program that uses a variety of approaches - push-in, pull out and CTT classes. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

b. TBE program. *If applicable.*

In the ENL team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ENL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not only be permitted but encouraged.

In the TBE program, the home language is used to deliver the content in the 9th and 10th grades. Students in these grades receive their instruction for math, science and social studies in Spanish. During the final semester of their 10th grade year, students begin to transition to English instruction. In their 11th and 12th grade years those students in the TBE programmed have transitioned and take their core classes in English. The content teacher instructs the students in English using ENL strategies (see above).

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All students receive ELA instruction for at least 45 minutes a day/5 days a week. All ELL students are in one strand. Students in that strand receive ENL support in at least two of their content classes each day (2 classes of support per day/ 90 minutes per day/5 days a week). Students receive HLA support for 45 minutes a day/5 days a week.

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

The ENL and content teachers plan together to ensure that ENL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy aligned with the Commons Core Standards throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA Global class, all instruction is in English. In addition, all written products of students are expected to be in English and

students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

In math and science classes, all instruction is in English. Students written work can be in English or their native language. Assessments are provided in English and Spanish but students. Practices aligned with the Common Core Standards like summarizing, vocabulary projects, three reads, KWL, Frayer Model and List, Group, Label are used in class. Also, specifically for the math class, students work on deltamath.com to sharpen basic math skills they may be deficient in.

For beginners, the ESL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonice for Older Students.

For high beginners, the ESL teachers use Basic Reading Power, Daily Reading Comprehension, Password 1 and What a World Reading.

For Intermediate students the ESL program uses Visions Volume C published by Thomson Heinle. The book is supplemented with books from the library and internet sources.

For high intermediate/advanced student a series called "Ready to Write" (three books for three levels) is used as well as texts from "Bridges to Literature".

Websites frequently visited by our ESL department include englishforeveryone.org; eslflow.com; rong-chang.com; usingenglish.com and famouspeoplelessons.com.

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

To ensure that ELLs are appropriately evaluated in their native language students can receive their assessments in their native language and a bilingual teacher in the school will grade any written component in the students' native language.

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

In each ESL class (beginner, intermediate and advanced) each unit incorporates the four modalities. Teachers design lessons, activities and projects that incorporate the modalities. For example, a student may be required to read a text about a famous baseball player, watch a video and take notes about the baseball player, write a short biography about the player and then present his or her work to other staff members.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. After a student is identified as SIFE, we schedule ENL teachers to provide three periods a week for homework help and content assistance. These classes are used to help students understand the content and keep up with the work of their core content classes. ENL teachers interact with content teachers to see which students need the most help in various subjects.

b. For newcomers (who are usually beginners) we place the student in an TBE class where an ENL teacher will provide support in content classes and students receive instruction in their native language. Additionally, they are pulled out in small groups from ELA classes to work with an ENL teacher on basic skills. Finally, they are given an ENL class to work on language acquisition skills four days a week.

c. For Students who have been identified as developing we use the CTT model to provide support in core classes, and, depending on skill level, assign the student to an additional ENL class. Developing students are still typically placed in the TBE classes.

d. In order to meet the needs of LTEs at WVHS, we have implemented an ENL instructional program in a hybrid push-in/pull-out model. We have found this model to be very effective in helping and meeting the needs of LTEs to improve their linguistic and academic skills so that they become English proficient, meet state standards, and promotion/graduation programs. ELLs who have received services for four to six years will be monitored to determine if their language acquisition is at the

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

e. Former ENL students receive ENL support through CCT in their core subject classes.

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

We have no re-identified ELL students.

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

*All of our ELL-SWD are evaluated by both the ESL and SPED teachers in the building. If the certified teachers decide that the student's ELL needs are greater than their special education needs then the student is given an ELL program fit to their proficiency with an elective that provides them with Special Education services. If the student's special education needs are greater than their ELL needs then the reverse is true; the students are given a special education program fit to their needs and receive a freestanding ESL class as an elective to service the student's ELL needs.

For beginners, the ESL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonice for Older Students.

For high beginners, the ESL teachers use Basic Reading Power, Daily Reading Comprehension, Password 1 and What a World Reading.

For Intermediate students the ESL program uses Visions Volume C published by Thomson Heinle. The book is supplemented with books from the library and internet sources.

For high intermediate/advanced student a series called "Ready to Write" (three books for three levels) is used as well as texts from "Bridges to Literature".

Websites frequently visited by our ESL department include englishforeveryone.org; eslflow.com; rong-chang.com; usingenglish.com and famouspeoplelessons.com.

Two teachers, one ENL licensed, the other Special Education with an ENL 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.

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

Carrying out PD before school begins to highlight our goal and to communicate clear expectations for effective curriculum and instruction for all students, including SWDs and ELLs. Purchase and implementation of research-based differentiated professional development program, "PD360", now known as "Edivation" where teachers are assigned segments, reflection 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 which can include strategies to help SWDs and/or ELLs. Through supporting teacher development administration supports the teachers to support the students to achieve their IEP goals and attain English Lanuage proficiency within the least restrictive environment.

Chart

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

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

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

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



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

Chart

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

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

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

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

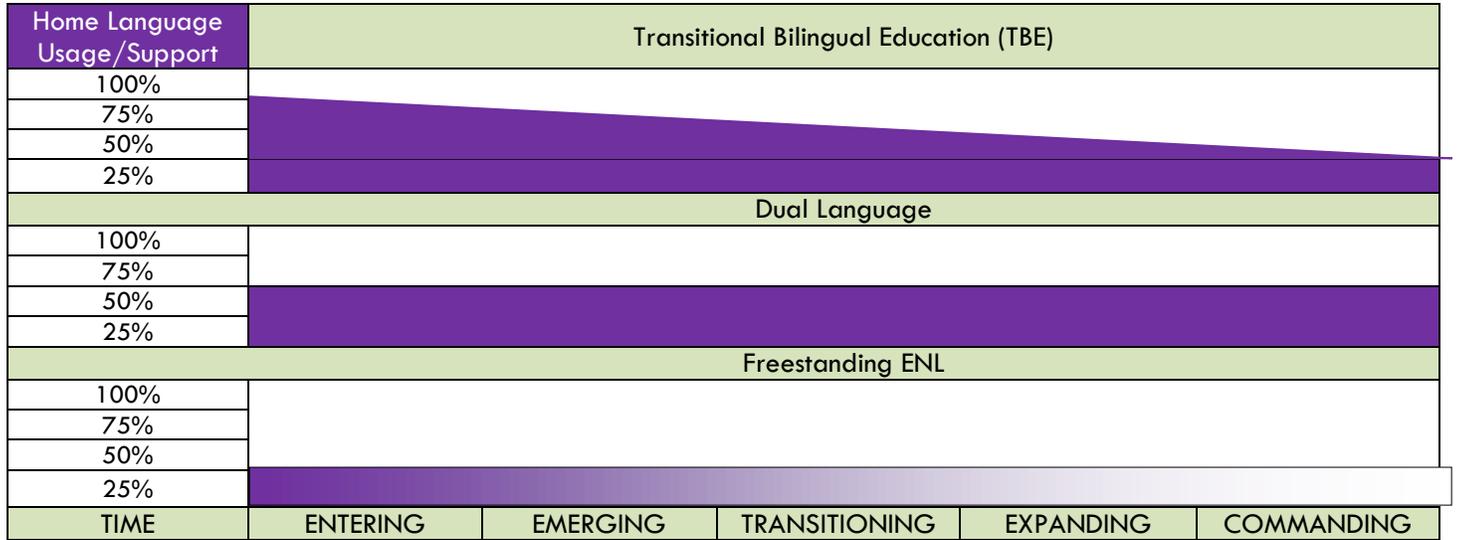


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

We provide a variety of intervention services.

After-school and Saturday tutoring will be available for all ENL students, grades 9-11, in all content areas including United States History and Government, Integrated Algebra, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. Lunch and learn began October 5, 2015, and will run through June 2016. Struggling students are mandated to attend Saturday and/or lunch tutoring in order to make up for deficient skills. All students are welcome to attend Saturday school if they feel that they can benefit from the extra help and instruction.

Department Inquiry teams meet each week and identify students that are in need of academic support.

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

Prior to the implementation of the hybrid push-in/pull-out model the NYSESLAT test out rate was zero percent. After three years of the hybrid model, approximately five students with less than four years in the country have tested out. Also worth noting, the 2017 cohort TBE strand has now transitioned into taking core classes in English with 5 of them being transitioned to the ENL program. All

For beginners, the ESL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonice for Older Students.

For high beginners, the ESL teachers use Basic Reading Power, Daily Reading Comprehension, Password 1 and What a World Reading.

For Intermediate students the ESL program uses Visions Volume C published by Thomson Heinle. The book is supplemented with books from the library and internet sources.

For high intermediate/advanced student a series called "Ready to Write" (three books for three levels) is used as well as texts from "Bridges to Literature".

Websites frequently visited by our ESL department include englishforeveryone.org; eslflow.com; rong-chang.com; usingenglish.com and famouspeoplelessons.com.

The ENL and content teachers plan together to ensure that ENL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy aligned with the Commons Core Standards throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

In math and science classes, all instruction is in English. Students written work can be in English or their native language. Assessments are provided in English and Spanish for students. Practices aligned with the Common Core Standards like summarizing, vocabulary projects, three reads, KWL, Frayer Model and List, Group, Label are used in class. Also, specifically for the math class, students work on deltamath.com to sharpen basic math skills they may be deficient in.

For the TBE program, in the ninth and tenth grade all content material, with the exception of ELA class, is presented in their native language. Students have native language textbooks in the classroom and have bilingual teachers as their core content educators.

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

One of the content teachers, the US history teacher, is planning on having tutoring sessions geared specifically for ENL students. The program will meet Wednesday and Thursday during 5th period and Thursday after school.

The purpose of this activity is to provide support for ELL students in U.S. History and Global Studies reviewing the content. They will

discuss key terms and concepts. The activity is also designed to help student's writing in Social Studies by reviewing sentence starters for transitions, rewriting a thesis statements and general essay organization. This activity will be open only to those students who's Social Studies class ends with a Regents because the content is focused on Regents material.

We have also hired additional ENL teachers to mee the growing needs of our ENL/TBE program.

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

N/A

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

ELLs are afforded all of the same opportunities to participate in any and all school activities. Information from the school is always translated into Spanish so that all students and families have access to important notices and announcements. Teachers/administrators/school staff communicate to the students in their native language. ENL teachers are responsible for making sure that their students are included. In fact, ENLs participate in school activities at a higher rate than non-ELLs. By chance, the almost the entire Community Service Club is comprised of TBE/ENL students.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

This year the school has purchased Chromebooks for all the ELA classrooms. This way ENL students have direct opportunities with technology to deepen their English skills. Each content ENL classroom is equipped with a Smart/Tech cart that is used on a daily basis. Materials used to help students develop their skills include videos that teachers download from the Internet (news, story summaries) and displayed on projectors and elmos. Teachers also use guided note-taking graphic organizers and have students do dictation. Native language materials are used in the math, science, Global and US History classes and are provided by the teacher. Assessments are the most common classroom material that is translated into the students' native language. Almost all instruction is completed in English. For beginners, the ENL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonice for Older Students. For high beginners, the ENL teachers use Basic Reading Power, Daily Reading Comprehension, Password 1 and What a World Reading. For Intermediate students the teacher uses books from the library and internet sources.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In the ENL team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ENL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not only be permitted but encouraged.

In the TBE program, the home language is used to deliver the content in the 9th and 10th grades. Students in these grades receive their instruction for math, science and social studies in Spanish. During the final semester of their 10th grade year, students begin to transition to English instruction. In their 11th and 12th grade years those students in the TBE programmed have transitioned and take their core classes in English. The content teacher instructs the students in English using ENL strategies (see above).

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Students are pulled-out of their English not only by grade level but also by their age range. Resources sppecifically designed for ENL students like the Pengu Book Series will be purchased to use as mature reading materials for the beginner and intermediate classes. One ESL teacher is designated to work with the ninth and tenth grade students, therefore cycling with them for two years and another ESL teacher is desgnated to work the eleventh and twelfth grade students, there for cycling

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The school holds an orientation for new students a few days before the first day of school. Students meet their teachers, visit classrooms and receive their student planners and their school uniforms. The students and their families visit each content area teacher learning the expectations of each class, the clubs and activities of the school and where the gym, bathrooms and cafeteria are located. ELL students participate in numerous activities including Community Service Club, Technology Club, Step Team, Culture Club, etc.

19. What language electives are offered to ELLs?

Students can take Spanish electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our four fulltime ESL teachers are fully certified in ENL. One assistant principal is also ENL certified. In addition, one of them has attended QTEL workshops, and another teacher has attended extensive UFT workshops on supporting ELLs to pass the English Regents. In addition, an on-going collaboration with the New Visions initiatives provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions. All staff attend Professional Development workshops every Monday afternoon. The focus of these workshops is literacy across the content areas. Included in all workshops, are discussions on how to effectively differentiate instruction for ELLs. These sessions include ESL teachers, subject area teachers, Special Education teachers, guidance counselors, paraprofessionals and administrators. This semester's PD dates are every Monday of the week. PD session dates for Spring 2016 semester are to be determined. The professional development workshops are led by our assistant principal Heather Flay. Each PD cycle a literacy/ENL strategy is presented to the staff and then the staff must use the strategy in their classroom and reflect on it. The AP keep a binder of the sign-in sheets with the lessons taught to the staff and handouts that were given out to staff. At the end of the workshops the hours are totaled by Heather Flay, assisant principal, and she produces certificates for the teachers as proof they completed the 7.5 hours of training (usually teachers complete 12 hours). Strategies are not content content specific and can be used in an classroom. The workshop teacher provides the staff with examples as to how the strategies can be used.

As part of our school wide professional development program, we give teachers the opportunity to attend professional development workshops outside of the school building to increase their understanding of the Common Core Standards and ENL instruction. If any costs are incurred, our school pays 50% of registration fees and other associated fees. Professional development opportunities include everything from inter-visitations to conferences.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
As part of our school wide professional development program, we give teachers the opportunity to attend professional development workshops outside of the school building to increase their understanding of the Common Core Standards and ESL instruction. If any costs are incurred, our school pays 50% of registration fees and other associated fees. Professional development opportunities include everything from inter-visitations to conferences. All staff attend Professional Development workshops every Monday afternoon. The focus of these workshops is Danielson Framework for Teaching. Included in all workshops, are discussions on how to effectively implemente literacy strategies for ELLs. These sessions include ENL teachers, subject area teachers, Special Education teachers, and administrators. Our teachers will also conduct workshops on how to meet the needs of ESL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The school holds an orientation for new students a few days before the first day of school. Students meet their teachers, visit classrooms and receive their student planners and their school uniforms. The students and their families visit each content area teacher learning the expectations of each class, the clubs and activities of the school and where the gym, bathrooms and cafeteria are located. ELL students participate in numerous activities including Community Service Club, Technology Club, Step Team, Culture Club, etc.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Each PD cycle a literacy/ENL strategy is presented to the staff and then the staff must use the strategy in their classroom and reflect on it. The AP keep a binder of the sign-in sheets with the lessons taught to the staff and handouts that were given out to staff. At the end of the workshops the hours are totaled by Heather Flay, assisant principal, and she produces certificates for the teachers as proof they completed the 7.5 hours of training (usually teachers complete 12 hours). Strategies are not content content specific and can be used in an classroom. The workshop teacher provides the staff with examples as to how the strategies can be used.

Every Monday afternoon teachers meet in inquiry groups and the ENL meet to analyze student work, make modifications for future instruction and use a proctol to review student work. Inquiry work accounts for 50% of professional development time on Mondays.

C. Parental Involvement

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

Every second Thursday of every month World View High School holds a family night. Parents come into the school to meet with teachers to discuss their child's progress. It is during this time individual meetings with parents of ELLs are scheduled to discuss goals of the program, language development, language proficiency assessment results and language development needs in the content areas. Meetings are communicated to the parents through school wide calendars, Skedula and translated letters/flyers sent home to parents.

Answer to number 2: sign in sheets are maintained in the ELL binder in room 305A as well as copies of letters, calendars, etc.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent involvement in our school of parents of ELLs is high. Parents are involved in a number of different activities and systems they included but are not limited to:

Parent Association - we presently have 8 parent members with at least half of the parent members of this team being parents of ELL students. Agendas for these meetings range from going over school's Progress Report to our school's Quality Review issues, budgetary decisions, interviewing of teachers, college planning, Income Tax Returns, BBQs, and Parent Retreats.

Parent Retreats are once or twice a year depending on budget. The core value of parent retreats is increasing parent involvement as well picking themes for the coming year. Our theme for the 2015-2016 school year is College and Career Readiness with a special focus on Common Core Learning Standards.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
New Visions is partnering with us with a focus on 9th and 10th graders for College and Career Readiness. A representative from New Visions presented at a PA meeting on September 21st about college and career readiness. New Visions assist students and parents in completing FAFSA (federal grant aid) for college.
5. How do you evaluate the needs of the parents?

Jafriasy Frais, parent coordinator, surveys our parents by phone, over the summer we sent our surveys to parents and at Parent Association Meetings asking them what topics they will like to focus on. For example, for this school year, 2015-2016, parents decided on College and Career Readiness as the main topic. We have now implemented that request of these parents and their children so they (both parent and child) have a better understanding of the college and career needs for the 21st century. All letters and materials are translated.

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

Parental involvement activities are as follows:

Parent Retreats –at Parent Retreats parents have the opportunity to discuss and get involved in specific issues relating to the school that they will like to see i.e. the theme or main focus for the students.

Family Night - every second Thursday of each month is WHVS Family night. Parents can meet come to the school to meet with teachers and staff informally and then join the PA meeting later in the evening.

PA (Parent Association Meetings) - at the PA Meetings parents have the opportunity to be involved in assisting decide allocation of budgetary concerns, school curriculum and review Progress Reports and Quality Reviews

Parent / Student Orientation – Parents and students have the opportunity to become familiar with the our school's academic, social, culture and tone.

All translation services are provided through Jafriasy Frias and Janice Mejia at these events.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Martin Hernandez	Principal		1/1/01
Yolanda Olsen	Assistant Principal		1/1/01
Jafraisy Frias	Parent Coordinator		1/1/01
Caren Lucarelli	ENL/Bilingual Teacher		1/1/01
Justina Vasquez	Parent		1/1/01
Ramon Nunez/Social Studies	Teacher/Subject Area		1/1/01
Corinne Gibbon/ENL	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Joanny Santana	School Counselor		1/1/01
Juan Mendez	Superintendent		1/1/01
James Brown	Borough Field Support Center Staff Member _____		1/1/01
Shailleen Rodriguez	Other <u>Social Worker</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X353** School Name: **World View High School**
Superintendent: **Juan Mendez**

Before you begin, please check the following:

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

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

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

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

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

During the summer incoming students go through an on boarding process where they fill out all necessary information. During this process students complete the HLIS and the blue card. We use this information as well as the information already in ATS to determine language preferences of the parent community for both written and oral communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

For both written and oral communication, the vast majority of non-English preferences is Spanish.

Part B: Creating a Communications Calendar

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

Every year we disseminate the following documents to the families:

Parent Calendars
Progress Reports
Regents Exam Information
PA Newsletters and Memos
SLT Newsletters and Memos
Report cards
Summer School Information
Parent Teacher Conferences Announcements
WVHS Family Night Announcements
Field Trip Information
Student Handbooks
Student Uniform Information
Open House Events

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

Formal Face-to-Face Meetings:

NYC DOE Parent Teacher Conferences (as per NYC DOE calendar)
NYC DOE Family Night
Open House
World View High School family Nights (every second Thursday of the Month)
Orientation/On-Boarding Meeting (July/August/September)
Parent Association Meetings (every second Thursday of the Month)

Informal Face-to Face Meetings (As needed):

Parent -Teacher Individual Meetings
Guidance - Teacher Individual Meetings
Skedula Anecdotal to Parents
Meditation Meetings
College/College Application Meetings

Part C: Providing Language Assistance Services

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

For documents needing translation in Spanish: one of our numerous staff members who are fluent in Spanish translate the document atleast a week before it is mailed out. The document is checked by the principal and then mailed out with an English version.

For documents needing translation in languages other than Spanish: we utilize Google Translate and translate the document atleast a week before it is mailed out. The document is checked by the principal and then mailed out with an English version.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

For documents needing translation in Spanish: We ensure that documents and oral communication is done in Spanish through our numerous staff members who speak, read and write Spanish.

For documents needing translation in languages other than Spanish: We ensure documents and oral communication is completed through the use of translations services like Google Translate.

Part D: Training Staff on Policies and Procedures

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

An email is sent out to the staff every year that explains the The Translation and Interpretation Unit and what it offers New York City public schools for written translation, on-site interpretation, and over-the-phone interpretation services including free translation services in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. Access to on-site interpretation services in 90 languages. In addition, they also provide over-the-phone interpretation services in 200 languages.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access

Language ID Guide at security desk and main office

The welcome poster is posted on the right side of the main office door and there is also one downstairs at the main entrance.

Parents receive a letter about the Bill of Rights and the Guided to Language Access. Copies are kept in the main office in the Parent Coordinator's Binder.

Ms. Frias has a Language ID Guide at the main desk in the main office.

Part F: Monitoring and Quality Control

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

Parent Survey data is collected once a year and is used to inform future communication methods, strategies, etc.

PA Meetings are used as a discussion forum to gain insight into the communication needs of the parents.