2018-19

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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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>World View High School</th>
<th>School Number (DBN):</th>
<th>10X353</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
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<td>321000011353</td>
</tr>
<tr>
<td>Grades Served:</td>
<td></td>
<td></td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
<td></td>
<td>100 West Moshulu Parkway South</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-601-0391</td>
<td>Fax:</td>
<td>718-601-0821</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Yolanda Olsen</td>
<td>Email Address:</td>
<td><a href="mailto:yolsen@schools.nyc.gov">yolsen@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Martin Hernandez</td>
<td></td>
<td></td>
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<tr>
<td>UFT Chapter Leader:</td>
<td>Dennis Sheridan</td>
<td></td>
<td></td>
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<tr>
<td>Parents’ Association President:</td>
<td>Pablo Vasquez</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Yolanda Olsen</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Socorro Jimenez</td>
<td></td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td>Aidah Masoud</td>
<td>Sebastian Vargas Sanchez</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>New Visions for Public Schools</td>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>10</th>
<th>Superintendent:</th>
<th>Richard Cintron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>335 Adams Street, Brooklyn, NY 11201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:rcintro@schools.nyc.gov">rcintro@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-923-5124</td>
<td>Fax:</td>
<td>718-923-5145</td>
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</tbody>
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## Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Hernandez</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Dennis Sheridan</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Pablo Vasquez</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Socorro Jimenez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Aida Masoud</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>Sebastian Vargas Sanchez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Rosanna Sanchez</td>
<td>Title I Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Consuelo Gomez</td>
<td>Title I Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Nina Archeval</td>
<td>Title I Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Yolanda Olsen</td>
<td>Staff Member</td>
<td></td>
</tr>
<tr>
<td>Heather Flay</td>
<td>Staff Member</td>
<td></td>
</tr>
<tr>
<td>Elba Castro</td>
<td>Staff Member</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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2018-19 CEP
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
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</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
</tr>
<tr>
<td>World View High School mission is to develop a rigorous project-based academic program which will prepare students for college, career and exemplary citizenship.</td>
</tr>
<tr>
<td>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</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.</th>
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</table>

**Initiatives**

**Merit System** *(Supportive Environment)*

The Merit System is a school-wide initiative that involves the collaboration of teachers, students and parents to recognize positive behaviors that will allow students to become productive members of the school community and successful leaders. Positive reinforcement and recognition of exemplary citizenship is critical in maintaining a positive school culture. The development and implementation of the merit system consist of parent outreach, data tracking, maintaining up-to-date and accurate records of merit points (per student), and coordinating celebratory events for student recognition. Every teacher is responsible for tracking merit points for each student on a daily basis. Students are given merit points for the demonstration of citizenship and respect toward peers and school staff. Students with the most points are rewarded and recognized with principal lunches, recognition ceremonies and reward trips (apple picking, pumpkin picking, ice skating, roller skating, medieval times and six flags).

**Advisory** *(Supportive Environment)*

The Advisory Department is a diverse team of educational professionals committed to meeting the social-emotional and academic needs of each student at World View High School. This committee is comprised of Social Workers, Guidance Counselors, College Readiness Specialists, and a Special Education Instructor. Through ongoing collaboration, each unit is planned with precision to provide students with the life skills they need to prepare them for college and post-secondary endeavors. We recognize that students benefit most from consistency, thus strive to maintain the similar lesson-plan format they receive in their core subject classes. Units are designed with a backward planning approach; each lesson builds upon the other ultimately leading to a panel discussion at the end of each unit (based on the Essential Question posed at the beginning of the unit) to demonstrate their understanding of the material presented in class. The instructors will use Bloom’s taxonomy as a guide to leading rich, meaningful, and differentiated class discussions that promote higher forms of thinking among all students (including those with cognitive disabilities, emotional disabilities, and language barriers). Students will be required to engage in collegial style discussions and debates about topics such as Community, Respect for All, and Integrity. Discussion forums align with the ELA Common Core standards, which in turn, will support students with the writing process and public speaking in other classes. In addition, the collegial-style debates will strengthen students’ skills in crafting valid claims supported by evidence, creating solid counter-claims, and writing strong rebuttals. Lessons will also be tailored to the meet the needs of seniors who will be provided with immense support throughout the college admissions process; they will be given a generous amount of instruction time to apply to multiple colleges and write college essays. Last but not least, Advisory will inherit components of the former WVHS mentoring program. Students will create grade goals for each of their classes 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.

**Peer Advisor, Leadership & Service (PALS)** *(Supportive Environment)*
The purpose of the PALs program is to provide support for 9th graders and transfer students in their transition to World View High School. The peer mentors are juniors and seniors who have shown an interest in helping others, shown leadership skills and are role models in the classrooms both academically and behaviorally. All peer mentors are matched with student mentees based off of common interests. This is the inaugural year of the mentor program at World View High School.

AP for All (Rigorous Instruction)

World View High School has partnered with the AP for All DOE Initiative to ensure that every high school student will have access to a range of Advanced Placement (AP) courses. With the AP program now in its third year at World View, we will offer a total of six different AP courses. We also offer pre-AP courses to prepare students for the rigorous expectations of these college-level courses. By fall 2021, students at all high schools will have access to a full slate of at least five AP classes, thereby increasing college and career readiness for all students.

College Now (Rigorous Instruction)

World View High School is partnered with Lehman College’s College Now Program. College Now is a collaborative program between City University of New York (CUNY) and the New York City Department of Education (DOE). It is a FREE transition program for qualified NYC public high school students. Through College Now, qualified students get an early introduction to the college environment and a jump start on college coursework by taking credit-bearing college-level courses; students have the opportunity to earn up to 14 college credits and can start taking College Now classes as early as the 10th grade. College Now credits are transferable regardless of where the student decides to go to college. This is an experience that helps students further build the academic skills that are necessary to be successful in college.

Parent Engagement (Strong Family-Community Ties)

Family Nights, which are held monthly, look to further engage our school’s families in their child’s education and school community. We recognize the importance of parent involvement in our school and are committed to maintaining a welcoming and nurturing school environment. During the Student Academic Update portion of our Family Nights, parents have the opportunity to individually meet with their child’s teachers and guidance counselors to discuss their child’s academic and overall performance as well as, collaborating to ensure their child is meeting and exceeding the school’s expectations.

During the Parent Association portion, an array of different speakers, workshops and activities are held to strengthen family ties and parent involvement. Parents are informed of school updates, partake in the selection of speakers and have the opportunity to voice their questions and concerns. Students and families are also recognized for their involvement and efforts and receive certificates.

ICT Lab Site Program (Collaborative Teachers)

The ICT Lab Site Program’s purpose is to improve teaching practices in co-teaching class settings. The program works with teaching partners to improve teaching strategies. The co-teaching partnership will work along with partners from other schools through monthly coaching meetings throughout the year, in which the partners will receive feedback and collaborate on the best co-teaching practices. The goal of this program is to improve the ICT
models set in place, allowing students to have access to rigorous and differentiated instruction, that meets the students' needs.

Learning Partners Program (Effective School Leadership)

World View High School will be partnering with two schools for the 2017-18 school year through the Learning Partners New Teacher Preparation Partnership (LPNTPP) and New Visions for Public Schools. Each triad will participate in inter-visitations and include teacher leader roles. Model teachers at World View have demonstrating success in achieving instructional gains with students and will share their best practices with others as "lead learners." The LPP Model Teachers is a school-based teacher leadership role in which the teacher uses his/her classroom as a laboratory classroom and resource to support the goals of World View.

Instructional Support (Supportive Environment)

World View High School offers our incoming and current ELL students to enroll in the TBE program (Transitional Bilingual Education). TBE programs allow ELLs of one common language to receive instruction in the students’ native language with intensive support in English. As students develop their English proficiency, the time allocated to native-language learning shifts to English-language learning until the student reaches proficiency. ELLs enrolled in the TBE program will have the opportunity to continue to develop and foster their academic knowledge and skills in their native language and transfer that knowledge into their English-language learning. Our ELL students will have access to rich literature in their native language and be simultaneously introduced to the rigor of the ELA Common Core Standards. Students will also received instructions that will prepare them to perform well in NYSESLAT and MOSL tests. More importantly, ELL students at WVHS will have the opportunity to receive further support through our tutoring programs (Lunch and Learn, After School Tutoring, and Saturday Academy). Our main goal is to push our ELL students to move at least one level up in their annual NYSESLAT.

3. Describe any special student populations and what their specific needs are.

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. Approximately one third 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. Approximately one fifth 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 49 percent of our student body being male, and 96 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.

4. Identify 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.
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 adviser and parent coordinator, we hope to engage our school’s families even more as we look towards creating stronger ties.
## School Demographics and Accountability Snapshot for 10X353

### School Configuration (2018-19)
- **Grade Configuration:** 09, 10, 11, 12
- **Total Enrollment (2017-18):** 495
- **SIG Recipient (Y/N):** No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** YES
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 14
- **SETSS (ELA):** 3
- **Integrated Collaborative Teaching (ELA):** 49
- **# Special Classes (Math):** 15
- **SETSS (Math):** 3
- **Integrated Collaborative Teaching (Math):** 49

### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 6
- **Music:** 1
- **Dance:** 2

### School Composition (2017-18)
- **% Title I Population:** 80.0%
- **Free Lunch:** 78.2%
- **Limited English Proficient:** 28.9%
- **% Black or African American:** 0.8%
- **% Asian or Native Hawaiian/Pacific Islander:** 0.8%
- **% Multi-Racial:** 2.0%
- **% Hispanic or Latino:** 74.3%
- **% White:** 0.8%
- **% Students with Disabilities:** 17.8%

### Racial/Ethnic Origin (2017-18)
- **American Indian or Alaska Native:** 0.8%
- **Black or African American:** 22.0%
- **Hispanic or Latino:** 74.3%
- **White:** 0.8%

### Years Principal Assigned to School (2018-19)
- **4.54**

### # of Assistant Principals (2016-17)
- **4**

### % of Teachers with No Valid Teaching Certificate (2014-15)
- **8%**

### % Teaching with Fewer Than 3 Years of Experience (2014-15)
- **48%**

### Average Teacher Absences (2014-15)
- **4.54**

### ELA Performance at levels 3 & 4 (2016-17)
- **N/A**

### Mathematics Performance at levels 3 & 4 (2016-17)
- **N/A**

### 6 Year Graduation Rate (2015-16)
- **70.7%**

### US History Performance at Levels 3 & 4 (2016-17)
- **74%**

### Science Performance at levels 3 & 4 (8th Grade) (2016-17)
- **N/A**

### % ELA/Math A Spirational Performance Measures (2015-16)
- **N/A**

### Overall NYSED Accountability Status (2018-19)
- **Yes Safe Harbor**

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** 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

| Strengths: | Based on our data from SY 2016-17, our 4-year graduation rate was 85.7%, and our credit accumulation rates are over 90%. We attribute these to the following: Instruction is customized, inclusive, motivating and aligned to the Common Core. During the inquiry cycle teachers from different content classes (ie. ELA, ENL, science and FL) utilized data measuring students’ reading and writing skills. Inquiry teams implemented a comprehensive needs assessment by looking at all available data using a Common Core aligned rubric. Professional Learning Communities (PLCs) have been embedded in the Professional Development cycle to include Grade Teams, Department Teams, as well as a Differentiated PD group where teachers chose groups that were of interest to them. These teams include all teachers and subjects with the goal of setting high standards in their classrooms by addressing this high leverage skill customized to student need and inclusive of all subgroups. These PLCs create actions steps to implement across disciplines to address the learning gap (and subsequent learning gaps) identified through the Inquiry Cycle. Students are actively engaged in this ambitious intellectual activity of improving their performance on this high leverage skill and develop their critical thinking skills through a deep understanding of this important process. |
| Priority Need: | Our school is performing at or above the borough and city rates for graduation and credit accumulation but our college/career readiness metrics are in need of improvement. Our college and Career Prep Course Index is 21.4%, CCPCI Lowest 3rd (CtAG) is 11.1%, 4-year college readiness index is 18.6%, and our College Readiness Lowest 3rd (CtAG) is 7.4%. We are looking to maintain high expectations with regards to graduation while improving outcomes for college readiness. |

Part 2 – Annual Goal

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. |
To increase the college/career metrics and college readiness of our graduates (including SWDs and ELLs), all seniors will have taken at least one Advanced Placement or College Now course by June 2019.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-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). | teachers | June 2018-May 2019 | AP coordinator |
| Train and develop staff to teach Advanced Placement through AP for All initiative, National Math and Science Institute, and College Board approved training | teacher | Summer 2018 | Principal, AP coordinator, AP for All |
| Create a Teacher Leader position to support AP for All initiative during SY 2018-2019 | | | |
| Program all seniors (including SWDs and ELLs) who have yet to take an AP class for AP Seminar – College Board’s version of our Senior English class, in which students learn how to research and write at the college level. Daily tutoring will also be provided. | students | Sept 2018-June 2019 | Principal, Programmer |
| Increase the number of students sitting for the ELA regents exam. By students taking and passing the ELA exam with a 75 or above, they meet the College Now prerequisite for enrollment | students | Sept 2018-June 2019 | ELA Teachers, Administration |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In the Spring of 2018, the AP coordinator and the school’s college advisor presented to families during a PA meeting to inform them of the AP and College Now programs. Additionally, there were four assemblies for each grade where the same information was disseminated. Parents of new students were invited and participated in a school-wide orientation where staff and students met with parents and students to familiarize them with the rigorous expectations at World View High School. We are ensuring that we emphasize that all students will be taking at least one college level course in their four years in high school.

At orientation parents were setup and trained in the use of PupilPath accounts to monitor their child’s progress. Students were additionally set-up with Google school accounts with google classrooms for each teacher to facilitate communication, submission of classwork and to share documents for homework, projects and schoolwork with their families.

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.
For AP for All initiative:

*One returning Advanced Placement teacher has been attending trainings on becoming a Peer Collaborative Teacher to help support and facilitate the AP for All Initiative in our school.

*Returning Advanced Placement Teachers will continue to attend professional development throughout the school year.

*Two new AP Seminar teachers attended a 5-day training at Goucher College in Maryland through a College Board training.

*Six new sections of AP Seminar and one new section of AP Spanish language will be added to the Fall 2018 schedule, along with the existing course offerings of AP English Language, AP English Literature, AP Environmental Science and AP United States History.

For College Now Program:

*Guidance counselors and ELA teachers will identify 9th and 10th students who have demonstrated potential for regents level work through their work product are invited to Saturday Academy tutoring to prepare them for the ELA regents exam.

*10th grade students who have an overall GPA average of 75+ and passing all regents to date are invited to register for a one credit course introducing them to college education and awareness, communication skills, note taking and planning for the future.

*Those who have met the 75+ score requirement will be offered an invitation to participate in Lehman College Now Summer programs or to register for the fall semester of 2018.

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>21st Century Grant</td>
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<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

**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.

By the end of the fall semester, 90% of seniors are expected to have one credit of an Advanced Placement course.

By February 2019, we expect that 50% seniors will be eligible to register for College Now courses.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

We will be comparing cohort data to AP and College Now course enrollment.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   Strengths:
   Our school’s core strength is that we have dedicated support staff who are willing to go above and beyond to meet the social and emotional needs of our students. When more students feel safe and supported emotionally and socially, the more likely that they will accumulate credits, pass NYS Regents and continue to increase attendance towards graduation than the previous year.

   The Guidance team members continually support and monitor progress in their cohorts throughout their four years and reinforce to ensure that students are on-track to graduate and meet college/career expectations. The success of the guidance team is reflected in the fact that students rated guidance 94 percent positive on the 2017-18 NYC School Survey.

   In addition to the guidance team members, the school doubled the number advisory class this passed school year by making smaller groups (no larger than 12-15) that were gender specific. Our guidance team pushed-in to Advisory classes driven by teacher and student feedback. We also collaborated with the Morningside Center for Teaching Social Responsibility to ensure that we provided a comprehensive curriculum for advisory. Through ongoing collaboration, each unit is planned to provide students with the life skills they need to prepare them for college and post-secondary endeavors. Students will be required to engage in collegial style discussions and debates about topics such as Community, Respect for All, and Integrity.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   Priority Need:
   One area of need is that we have no structured peer-mentoring program that supports students. Students rated "Peer Support for Academic Work" and "Personal Attention and Support" both at 73 percent positive on the NYC School Survey. We look to maintain high quality support through Advisory and the guidance team and improve peer support/individualized attention.

3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 60% of incoming freshmen will have been mentored for the school year by a trained upperclassmen to assist in transitioning to high school through the PALS (Peer Advisor, Leadership & Service) Program. The PALS staff coordinators, in collaboration with the guidance team, will monitor our progress towards this goal.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Feb-March 2018</td>
<td>PALS advisors, Guidance Team, Administration</td>
</tr>
<tr>
<td>Students</td>
<td>March-April 2018</td>
<td>PALS advisors</td>
</tr>
<tr>
<td>Students</td>
<td>May 2018</td>
<td>PALS advisors, Guidance Team, Administration</td>
</tr>
<tr>
<td>Students</td>
<td>Sept 2018-June 2019</td>
<td>PALS mentors, PALS advisors, Guidance Team</td>
</tr>
</tbody>
</table>

The school will present the student body with information on the PALS program, detailing application process, training, and mentor expectations for SY 2018-19.

All parents/guardians of new PALS mentors received letters congratulating their children on making it through the application process and being selected to participate in this program. The letter also details the role of PALS program and the expectations of the participants in this program.

Parents/guardians of new incoming freshmen received letters stating that their children will be mentored by a PAL mentor who, along with school staff, will be supporting them in their transition to high school.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Human Resources:

We have two staff members (PAL advisors) coordinating this program. The guidance team assists the PALS advisors.

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 two staff members (PAL advisors) coordinating this program. The guidance team assists the PALS advisors.

Per Session/Per Diem:
Per session is used to support the additional work of PALS advisors, social workers and guidance counselors.

Per diem is used to hire substitutes to cover PALS advisor classes during mentor trips.

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

Resources:

Four mentor trips will be planned throughout the school year to reward them as they continue to support mentees.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

PALS advisors will present mid-year data on the impact of mentors on incoming freshmen, in particular how many incoming freshmen have been mentor, how mentors and mentees interact as well as the frequency of interactions.

Students, parents, and teachers will be surveyed through NYC School Survey. March is the deadline for NYC School Survey.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

By the end June 2019, there will be a minimum of 60% PALS participation of the incoming freshman class.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

**Strength:**

One great asset that World View has is its highly collaborative staff. It was noted in our last Quality Review as an area of celebration. Teachers rated peer collaboration 99% positive on the 2017-18 NYC School Survey. Teachers collaborate in inquiry teams, department teams and grade level teams to generate interdisciplinary units, aligned to the CCLS.

**Priority Need:**

Although our school is performing at or above the borough and city rates for graduation and credit accumulation, our college/career readiness metrics are in need of improvement. As stated previously, our College and Career Prep Course Index is 21.4%, CCPCI Lowest 3rd (CtAG) is 11.1%, 4-year college readiness index is 18.6%, and our College Readiness Lowest 3rd (CtAG) is 7.4%. We are looking to maintain high expectations with regards to graduation while improving outcomes for college readiness. We seek to do capitalize on our teachers’ collaborative nature to vertically align curricula and increasing rigor. We will be using the AP for All model for vertical alignment.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

To better prepare students for college level coursework, all teachers will meet in vertical teams for a minimum of 10 sessions by June 2019, to ensure alignment of content and skills in curricula, through assessment and revision. This will lead to a 5% increase in the school’s College and Career Prep Course Index.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers apply for teacher leader positions to help lead department teams.</td>
<td>Teachers</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>The SBO will allocate time for department teams (for vertical alignment). With these teams, teachers will have dedicated time to collaborate with respect to creating engaging, rigorous curricula to help better prepare students for college level coursework.</td>
<td>Teachers</td>
<td>Sept 2018 - June 2019</td>
</tr>
<tr>
<td>Department teams will have 1 baseline and 2 formative assessments throughout the school year; teachers will grade and analyze elicit data to determine the success of their implementation of vertically aligned curricula.</td>
<td>Teachers</td>
<td>Sept 2018 - June 2019</td>
</tr>
<tr>
<td>All teachers of Advanced Placement courses will submit their syllabi to the course audit at College Board for approval</td>
<td>Teachers</td>
<td>October 2018</td>
</tr>
<tr>
<td>AP Exams will be administered</td>
<td>Students</td>
<td>May 2019</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The goal of vertically aligned curricula is tied to the goal of increasing student participation in AP and College Now courses. The following parent engagement activities also reinforces our curricular modifications:

In the Spring of 2018, the AP coordinator and the school's college advisor presented to families during a PA meeting to inform them of the AP and College Now programs. Additionally, there were four assemblies for each grade where the same information was disseminated. Parents of new students were invited and participated in a school-wide orientation where staff and students met with parents and students to familiarize them with the rigorous expectations at World View High School. We are ensuring that we emphasize that all students will be taking at least one college level course in their four years in high school.

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:

The school will select four department leaders to lead their team in vertical alignment.

The school will appoint a Teacher Leader to help facilitate the AP for All efforts, inclusive of vertical alignment.

Instructional Resources:

"Emerging Teacher Leader" training was provided to our AP for All teacher leader this Spring (2018).

"Laying the Foundation" professional development through AP for All and their partner, National Math and Science Institute (NMSI) has been offered to 3 ELA teachers for August 2018.

AP Summer Institute support has been offered to our new AP Spanish Language teacher for August 2018.

All AP Teachers will attend professional development through AP for All initiative and NMSI.

Schedule Adjustments:

SBO will allot time to departments to work on vertical alignment.

Per session/per diem:

Department leaders are offered per session planning and facilitating group meetings, creating agenda, minutes, and mid-year presentations.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</table>

Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, teachers will have met in vertical teams at least 5 times.</td>
</tr>
</tbody>
</table>

At the mid-year Inquiry Presentations, each department will present to the staff with regards to their vertically aligned curricula and the data analysis of assessments gauging the efficacy of those units of study.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
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<tbody>
<tr>
<td>Binders for each department will have 6 units of study for each course taught in the department.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
**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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Strength: In the 2017-18 NYC School Survey, the score for Effective School Leadership (an aggregate of school staff and parent survey responses) was a 4, +0.53 above the borough average and +0.45 above the city average. Our principal received a highly effective in his overall principal rating from the superintendent overseeing our school. These positive evaluations from these three different sources is indicative of the institutional and managerial knowledge of the principal and his ability to hold school stakeholders accountable for student success.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Need: In order for the school to maintain solid student credit accumulation and graduation outcomes and improve college and career outcomes, the school needs to place a greater focus on high academic expectations. One of the primary ways of ensuring high expectations is by holding teachers accountable for planning, preparing, teaching, assessing, and reflecting – implementing school-wide best practices that have been shown to produce improvement in student outcomes.</td>
</tr>
</tbody>
</table>

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
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<tbody>
<tr>
<td>To ensure the delivery of data driven instruction, as measured by teacher scholarship reports, 100% of teachers will each create a pedagogical binder consisting of a scope and sequence, units of study, semester portfolio guidelines for students, project descriptions, sample lesson plans, assessments with data analysis and unit reflections.</td>
<td></td>
</tr>
</tbody>
</table>
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry 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.</td>
<td>All teachers Aug. 29-30 2018</td>
<td>Admin</td>
</tr>
<tr>
<td>Implement binder system and checklist:</td>
<td>All teachers Sept 2018 - June 2019</td>
<td>Admin</td>
</tr>
<tr>
<td>The first submission to consist of:</td>
<td></td>
<td></td>
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<tr>
<td>*Course of Study/Syllabus</td>
<td></td>
<td></td>
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<tr>
<td>*Scope and sequence</td>
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<tr>
<td>*Portfolio Evaluator Guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Unit 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Project Description for Marking Period 1</td>
<td></td>
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</tr>
<tr>
<td>Subsequent submissions to consist of</td>
<td></td>
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<tr>
<td>Assessments with Data analysis</td>
<td></td>
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<tr>
<td>Sample Lesson Plan</td>
<td></td>
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<tr>
<td>Sample student work with rubric/feedback</td>
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<td></td>
</tr>
<tr>
<td>Marking Period Reflection</td>
<td></td>
<td></td>
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<tr>
<td>Future Unit</td>
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</tr>
<tr>
<td>Project Description for Future Marking Period</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Implement a Professional Development cycle that highlights/addresses different components of Danielson Rubric for Teaching and related school-wide best practices for All teachers Sept 2018 - June 2019 Admin, teacher leaders

Purchase and implementation of research-based differentiated professional development program, “PD360”, now known as for All teachers Sept 2018 - June 2019 Admin
“Edivatio” where teachers are assigned segments, reflection questions and follow up questions. 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.

<table>
<thead>
<tr>
<th>Carrying out observation cycles in which we carry out</th>
<th>All teachers</th>
<th>Sept 2018 - June 2019</th>
<th>Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Unrated walk-through with feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Inter-visitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rated observations to be tracked to see whether or not implementation of best practices are successful</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our school engages families and support their understanding of Effective School Leadership and Strategies to promote parent leadership and engagement in order to support their children at home within the School Leadership Team framework.

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 will come in for PD prior to the start of the school year (August 29th and 30th). During this time teachers worked extensively planning for the upcoming year to ensure students had rigorous instruction. During this time teachers will receive 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:

Teachers who come in for PD prior to the start of the school year will be paid training rate.

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 | | 21st Century Grant | || | SIG | || | 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.

After every submission date, administration will check off items that have been submitted and crafted satisfactorily.

By the end of the fall semester, teachers will have carried out 3 of 6 units of study. Therefore, by February 2019, teacher binders will have evidence of planning and preparation for 3 of 6 units of study.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The instrument of measure that will be used to assess progress will be each teachers' checklist.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Strength:

In the 2017-18 NYC School Survey, the score for Strong Family-Community Ties (an aggregate of school staff and parent survey responses) was a 3.82, +0.47 above the borough average and +0.41 above the city average.

Our school was rated "Proficient" for the Quality Review Measure for Indicator 3.4: A culture of learning that communicates and supports high expectations

A) Communication of high expectations to staff, inclusive of training, and a system of accountability

B) Communication of and support for families' understanding of high expectations for college and career readiness

C) Staff communicates and support high expectations to students

These positive evaluations from these three different sources is indicative of the emphasis that our school places on the role of families in maintaining high expectations for the children we share.

Priority Need:

We will be growing to our biggest size in the Fall of 2018. We anticipate a student body size of 600+ children. We will not only have the more students than any other school year since our inception, but we will also have more parents than any other school year. We need to maintain our level of outreach and communication with our existing parents and foster new ties with the parents of the 200+ new incoming students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 order foster ties with our new 150 families, the school will hold 10 family night events by June 2019 to foster and strengthen family-school ties.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-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). | Teachers, parents, students | Sept 2018, Nov 2018, March 2019, May 2019 | Administration, Guidance Team, Parent Coordinator |
| Four Parent-Teacher conferences will be held throughout the school year to discuss individual student progress with relation to graduation as well as college and career readiness. | | | |
| Six additional monthly meetings to discuss topics such as:  
*Title I  
*Graduation Requirements  
*College Admissions Requirements  
*Financing College (FAFSA, TAP, etc)  
*Community Health Services Available  
*Advanced Placement and College Now Programs | Parents | Sept 2018-June 2019 | Administration, Guidance Team, Parent Coordinator |
| Parents of new incoming students will attend an orientation with their child(ren) to learn about the courses, their curricula, and expectation for each core subject area | Parents, Students | Sept 4, 2018 | Administration, Guidance Team, 9th Grade Teachers |
| Parents will be educated on and signed up to use PupilPath - a website that allows students and families to monitor attendance, course progress, credit accumulation and progress towards college/career readiness. | Parents, students | Sept 4, 2018 | Administration, Guidance Team, Parent Coordinator |
| Parent Coordinator will hold one-on-one meetings with families who need additional support in familiarizing them with their account. | | | |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.
Our school has partnered with iO Education to enhance communication and support families in the progress of their students and to collaborate with teachers.

**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.

To ensure that we foster and maintain a welcoming school community, we have committed to:

* Providing dinner to all our families for each of the 10 family nights
* Providing transportation through distribution of 2-Trip metrocards to all families attending
* Raffling of prizes to incentivize and encourage parent attendance and participation

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

By January 2019, we will be on track to achieving our goal by having held 5 family nights.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will have attendance sheets and agenda to document our family nights.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>- parent request&lt;br&gt;- student request&lt;br&gt;- teacher/guidance recommendation upon analysis of student data (assessments, grades, credits, ELA/Math levels)</td>
<td>- double period&lt;br&gt;- Use of 7 Habits of Effective Readers&lt;br&gt;- Independent, guided and Close Reading&lt;br&gt;- Accountable Talk&lt;br&gt;- Integration of technology such as Google classroom and vocabulary.com</td>
<td>- Small group tutoring&lt;br&gt;- Whole class instruction on strategies&lt;br&gt;- Assessments&lt;br&gt;  - o Homework&lt;br&gt;  - o Projects&lt;br&gt;  - o Classwork&lt;br&gt;  - o Tests&lt;br&gt;  - o Performance Tasks</td>
<td>- In-class&lt;br&gt;- lunch and learn&lt;br&gt;- after school&lt;br&gt;- Saturday Academy</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>- parent request&lt;br&gt;- student request&lt;br&gt;- teacher/guidance recommendation upon analysis of student data (assessments, grades, credits, ELA/Math levels)</td>
<td>- EngageNY&lt;br&gt;- Integration of technology such as Google classroom, MathXLand Pearson Realize</td>
<td>- Small group tutoring&lt;br&gt;- Whole class instruction on strategies&lt;br&gt;- Assessments&lt;br&gt;- o Homework&lt;br&gt;- o Projects&lt;br&gt;- o Classwork&lt;br&gt;- o Tests</td>
<td>- In-class&lt;br&gt;- lunch and learn&lt;br&gt;- after school&lt;br&gt;- Saturday Academy</td>
</tr>
</tbody>
</table>
| Science | -parent request  
-teacher/guidance recommendation upon analysis of student data (assessments, grades, credits, ELA/Math levels)  
-7 Habits of Effective Readers  
- Accountable Talk  
- Integration of technology such as Google classroom and Pearson Realize  
- Use of manipulatives and hands on activities  
- Small group tutoring  
-Whole class instruction on strategies  
-Assessments  
-o Homework  
-o Projects  
-o Classwork  
-o Tests  
-o Performance Tasks | -In-class  
-lunch and learn  
-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 Google classroom and Pearson Realize  
- Small group tutoring  
-Whole class instruction on strategies  
-Assessments  
-o Homework  
-o Projects  
-o Classwork  
-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: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>As of June 28th, 2017 World View has 6 registered students in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Before the end of the school year, the school checks in with these families to see if there are any changes in their housing status and all updates are recorded on ATS. These students are also informed of summer meal programs as well as other summer programs available to students in temporary housing. Once the students resume the school year in September, they are provided with a free uniform package and school supplies for the school year. Throughout the school year, families in temporary housing are provided with numerous programs, opportunities and resources that will aide them as they remain in temporary housing. Students in temporary housing are given priority in applying and being hired for the student aid program. Students are assisted with the Summer Youth Application and work/internship application completion process. Counseling is offered in school an mental health services are offered in Montefiore School-Based Mental Health Center. Counselors and social workers collaborate with case workers at shelters to ensure open communication between agency and school. World view also participates in the City Harvest Food drive which donates food to families in need. Thanksgiving Food Baskets will be given to students in temporary Housing this November. Families in temporary housing are provided with resources such as food pantries list and housing agencies that assist families in temp housing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: 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.

Teachers will be recruited through the Open Market Hiring DOE site as well as New Visions New Teacher Finder.

Administration and department teachers with a team of school staff will attend hiring fairs through the DOE and the New Visions 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.

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.

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.

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.

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).

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 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.

N/A

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).

N/A

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 2017-2018 inquiry work, students definitely made some gains. Nevertheless, the majority of our students are still not performing on grade level. We will continue to have literacy as one of our school-wide foci. We as a school, through the MOSL committee, selected to use the NYC ELA Performance Task as our Local Measurement for last year’s teacher rating – knowing that if we make that our end point, we can use backwards planning and shared rubrics to ensure that all our students were growing in literacy and could demonstrate progress through this MOSL selection

Through our inquiry groups, we will continue to gather and analyze 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 codes. 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 consolidated. **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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>404,535</td>
<td>x</td>
<td>5A, 5B, 5C, 5D, 5E</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>19,534</td>
<td>x</td>
<td>5A</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>4,131,769</td>
<td>x</td>
<td>5A, 5B, 5C, 5D, 5E</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>World View High School will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● Providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
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;

Parental Involvement and School Quality

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., ESSA/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 Every Student Succeeds Act (ESSA);

● 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;

---

**Encouraging School-Level Parental Involvement**

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 Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
</tbody>
</table>

- 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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
</tbody>
</table>

- 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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒Before school</td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>☐K</td>
</tr>
<tr>
<td>☐6</td>
</tr>
</tbody>
</table>
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

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: _____

Our student body is 32% ELL. With such a significant number of students coming from Latin America, we made sure that we accommodate their needs through Native Language Arts, ENL and ELA classes as well as content teachers who speak Spanish. In our school, 18% students are entering, 25% are emerging, 25% are transitioning, 32% are expanding (as indicated by their NYSESLAT scores). 19% of our ELLs are SWDs. 6.5% of the student body is former ELLs.

In order to assist our newcomers, developing ELLs, and former ELLs with meeting benchmarks that indicate an on-track graduation trajectory, we offer direct instruction during Saturday Academy classes (in English and Spanish) in the four content areas to support and enhance academic language acquisition. There are two time frames in which students are assigned to attend: 9:00 am to 10:30 am and 10:30 am - 12 pm. Our program will end in June 2019. We have two bilingual certified teachers and two ESL certified teachers teaching.

In addition, we will offer English classes to our newcomer students starting in February (separate from their ELA and ENL classes) that assist in language acquisition and fluency. We have 3 teachers involved in the English classes (ESL certified). Students will attend from 10:30 am - 12:00 pm. They will practice all modalities of language - listening, speaking, reading, writing. Teachers have been engaged in creating their own curriculum to support the goals of material mastery in Algebra, ELA, Global History, Living Environment, and academic English acquisition.

Attendance will be taken every Saturday and will be maintained by our school guidance counselor. Transportation and snacks are provided to the students at no cost to them or to Title III.

The cost to Title III is $19,534 for per session for teachers for the 2018-2019 school year.

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: ____

Our teachers have a multitude of responsibilities during the day. We wanted to accommodate our teachers by providing them with online professional development. The professional development
Part C: Professional Development

topics include strategies for addressing the needs of ELLs and SWDs. Not only is it differentiated, but staff may also utilizes it 24 hours a day, 7 days a week. The site is pd360.com and the vendor is Frontline Education. We purchased licenses for our staff. The license is valid for the school year and the records are kept electronically. The school expectation is that teachers log a total of 4 hours per month. Our Assistant Principal of Supervision will facilitate and track usage. This will be at no cost to Title III for the 2018-2019 school year. We have 4 teachers (one math, one science, one SpEd and one social studies) involved in the Multilingual Learner Project - a partnership between City College and New Visions for Public Schools to help train teachers to get their TESOL certification. They have been taking classes and attending workshops to improve their instruction for English Language Learners. This will be at no cost to Title III for the 2018-2019 school year.

Part D: Parental Engagement Activities

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

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

Begin description here: 

We hold monthly bilingual workshops (8 in total, every second Thursday of the month) to educate parents with strategies to help their students. We send out letters with the monthly bulletins with all important dates (including these workshops) and also use school messenger to do phone calls home the week of these workshops. We provide parents and guardians with food and gifts as incentives to attend our meetings. These meetings will cover a wide range of topics that are important to all students, including ELLs and SWDs. Topics include FAFSA, TAP, college application process, and community resources. By incentivizing attendance, we get the opportunity to provide parents with information that help their children succeed after graduation. Agendas of these workshops and sign in sheets will be maintained by the parent coordinator, who is bilingual in both English and Spanish. The parent coordinator and our college advisor/social workers will be coordinating these workshops and inviting outside speakers to these events. These workshops are held for an hour and 15 minutes every month during the school year. This will be at no cost to Title III for the 2018-2019 school year.

Part E: Budget

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

Allocation Amount: $_

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
### Part E: Budget

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

#### Allocation Amount: $___

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>353</td>
</tr>
</tbody>
</table>

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 ELL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Hernandez</td>
<td>Yolanda Olsen and Heather Flay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach type here</th>
<th>Coach type here</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caren Lucarelli</td>
<td>Joanny Santana</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramon Nunez/Social Studies</td>
<td>Justina Vasquez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan Mendez</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>1</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>2</td>
</tr>
</tbody>
</table>

D. Student Demographics
### Part II: ELL Demographics

#### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s): Spanish</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

#### Bilingual Program Breakdown

<table>
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<tr>
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<th>Lang.</th>
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### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   During the first week of the academic year all English teachers administer either Achieve3000 or ThinkCerca reading software as a reading baseline to all students in the school. The data they generate will provide teachers with an approximate reading grade level for each student. This data shows that nearly all ELLs are reading at least 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.

2. What structures do you have in place to support this effort?

   All ENL teachers are part of an academic-based inquiry group for each grade that gather and analyze data of WVHS students, including ELL students, based on their reading and writing skills and the progress they make during the year.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? 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.

4. What structures do you have in place to address interventions once the summative data has been gathered? Once the summative data has been gathered, the ENL department holds a monthly department meeting to track the progress of ELL students. ENL teachers also make a list of students who are falling behind in their progress and an individualized plan is devised for them (contacting parents, meeting with student, meeting with counselor, etc.). In addition, all inquiry groups (9th to 12th grades, reading and writing inquiry groups) all have an ENL teacher member to represent the needs of our ELL students.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) 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 TBE 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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? ELL students that demonstrate a score of Entering and Emerging in all four modalities, but especially in the Speaking and Listening sections would most likely be placed in a TBE program while ELL students that demonstrate a score of Transitioning and above in all four modalities would most likely be placed in a free standing ENL program.

### Part IV: ELL Programming

#### 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 153 ELLs; they range in skill levels from ENTERING to EXPANDING. Based on the results of the Spring 2017 NYSESLAT Exam most of the ENL 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 ENL instructional program that is a hybrid push-in/pull out model. We have five 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 ENL students will come in with Regents and/or high school credit. For these students their minutes are met through freestanding ENL classes. The main component of our program is collaborative team teaching that occurs between content area teachers and the ENL 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 ENL 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 MathXL software for differentiation, ELA lab using literacy interventions such as ThinkCerca 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 in 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 ENL, 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 assure that there is an ENL certified teacher in the classroom 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 still 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. 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 ENL 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 two strands. One strand is a TBE group and another strand is a Stand Alone ENL group. Students in these strands receive ENL support in one to two of their content classes each day (2 classes of support per day/90 minutes per day/5 days a week). Students receive NLA 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 and ENL classes, 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 ENL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ENL reader) and Phonics 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 ENL program uses Visions Volume C published by Thomson Heinle. The book is supplemented with books from the library and internet sources. Students also read classic novels that are adapted for their reading levels, such novels are "Romeo and Juliet", short stories and biographies and autobiographies, and excerpts from "The House on Mango Street" 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". Students also read classic novels that are adapted for their reading levels, such texts are "The Scarlet Letter", "Great Expectations", and "Macbeth". Websites frequently visited by our ENL department include englishforeveryone.org; eslflow.com; rong-chang.com; usingenglish.com, and famouspeoplelessons.com, and vocabulary.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 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 new-comers (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 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 councilors and educators as to whether their proficiency is merely a surface conversational proficiency - they have basic interpersonal communication skills (BICS) whereby students respond to contextual or paralinguistic cues, or cognitive language academic proficiency (CALP). If it is a surface conversational proficiency then further testing will be necessary to determine if the delay in language acquisition is due to other factors such as the inability of the student to respond to higher cognitive demands such as writing or intellectual discussions. If the delay is skill based and not language based then these students will be targeted for AIS in all content areas. If the delay is language, then more exposure to the English language is built into the students program. e. Former ENL students receive ENL support through CCT in their core subject classes.

6. 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 ENL 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 ENL 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 ENL class as an elective to service the student’s ELL needs. For beginners, the ENL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ENL reader) and Phonics 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 ENL 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; esflfow.com; rong-chang.com; usingenglish.com, famouspeoplelessons.com, vocabulary.com, and thinkcerca.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.
7. 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 Language proficiency within the least restrictive environment. ENL and Sped teachers will also be a part of PD groups where they will be supported in areas where they feel they need more guidance in, based on their reflection and observation from administration.

8. 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 9-12, in all content areas including ELA, 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, 2016, and will run through June 2017. 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 every other week and identify students that are in need of academic support.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

WVHS ENL and ELA teachers held informational meetings with incoming ELL students and presented them with a folder with all information needed in order to prepare for the upcoming school year. Included in this folder is differentiated summer reading and writing assignment. Not only will it help the students to maintain an academic mindset during the summer but also enable the teachers to gather data and assess students’ skills in the beginning of the school year.

During the school year, several content teachers, including a Global History, US History, and Science teacher (with Sped license), are planning on holding tutoring sessions geared specifically for ENL students. The program will meet at least twice a week during lunch period and once a week after school. The purpose of this activity is to provide support for ELL students in several content classes, reviewing the content. They will discuss key terms and concepts.

Specifically, many activities are also designed to help student’s writing in Social Studies by reviewing sentence starters for transitions, rewriting a thesis statements and general essay organization. It will be open only to those students whose Social Studies class ends with a Regents because the content is focused on Regents material. We have also hired additional teacher that are bilingual certified, ESOL certified, and Sped certified to meet the growing needs of our ENL/TBE program.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. 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, ELLs participate in school activities at a higher rate than non-ELLs. By chance, almost the entire Community Service Club is comprised of TBE/ENL students.
12. 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 more 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 and practice note taking skills. 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 Phrase 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.

13. How is home language support assessed and 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. ELLs in the beginner group also receives additional support in the form of a language paraprofessional. 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).

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

ELLs are accordingly placed based on multiple factors (age, NYSESLAT level, baseline assessment, years of services, etc.). Resources specifically designed for ENL students like the Penguin Book Series have been purchased to use as mature reading materials for the beginner and intermediate classes. One ENL teacher is designated to work with each grade of ELLs (9th grade ENL teacher, 10th grade ENL teacher, 11th grade ENL teacher, and 12th grade ENL teacher). These ENL teacher then meet twice monthly in order to analyze growth of all ELLs and their strengths and need for further support. Through these meetings, the ENL department, with the support administrators and guidance counselors, can determine if ELL student should remain in TBE program or be transferred to Stand Alone ENL program.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?

As an independent school, we have been meeting the needs of our ELLs independently of the other schools in the building. However, this year we are trying to coordinate a campus-wide intervisitiation program such that teachers (including ENL Teachers and teachers of ELLs) can observe best practices in classrooms outside their home school.

16. 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.
17. What language electives are offered to ELLs?
   Students can take Spanish Literature and Japanese and French as a foreign language as electives.

18. 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

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**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 and non-pedagogic staff.) 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?

   Our five full-time ENL 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 ENL teachers, subject area teachers, Special Education teachers, guidance counselors, paraprofessionals and administrators. The professional development workshops are led by one of our assistant principals, 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 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-specific and can be used in any 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. 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.

2. 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 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 any classroom. The workshop teacher provides the staff with examples as to how the strategies can be used. Every other Monday afternoon teachers from across the content, including at least one ENL teacher, meet in inquiry
groups to analyze student work, make modifications for future instruction and use a protocol to review student work. Inquiry work and department meetings accounts for 50% of professional development time on Mondays.

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

   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.

## 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.

This year will be the first academic year when the school’s Peer Inter visitation Initiative will be fully operational. This program was through the initiative of the school’s ENL coordinator, who is also the ENL department head, and the ELA department head. This initiative will enable all pedagogues of the school to visit classrooms to observe and gather strategies to further support our ELL students. ENL teachers may visit the classrooms of ELLs in different core content classes to observe their performance and vice versa. The initiative has also been opened to pedagogues of the two other schools in the building.

This year will be the second year of our school’s participation in the LPP-UTR program with New Vision. Through this program, our ENL teacher work closely with an Urban Teacher Resident (UTR). The collaboration between the ENL teacher and ENL UTR will provide more opportunities for academic support for our ELL students. here:
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Martin Hernandez, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
**School Name:** World View  
**School DBN:** 10X353

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Hernandez</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Yolanda Olsen</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jafraisy Frias</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Caren Lucarelli</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Justina Vasquez</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ramon Nunez/Social Studies</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Corinne Gibbon/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Joanny Santana</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Juan Mendez</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>James Brown</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Shailleen Rodriguez</td>
<td>Other Social Worker</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Heather Flay</td>
<td>Other Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caren</td>
<td>Lucarelli</td>
<td>ENL/ELA Teacher ENL Coordinator Language Access Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

During the summer, or on the student’s first day of attendance, incoming students go through an on boarding process where they fill out all necessary information. During this process students complete the Home Language Identification Survey 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>54.23%</td>
<td>Spanish</td>
<td>54.23%</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>42.79%</td>
<td>English</td>
<td>42.79%</td>
</tr>
<tr>
<td>Bengali</td>
<td>Bengali</td>
<td>.92%</td>
<td>Bengali</td>
<td>.92%</td>
</tr>
<tr>
<td>Arabic</td>
<td>Arabic</td>
<td>.25%</td>
<td>Arabic</td>
<td>.25%</td>
</tr>
<tr>
<td>Dutch</td>
<td>Dutch</td>
<td>0%</td>
<td>Dutch</td>
<td>.23%</td>
</tr>
<tr>
<td>Fulani</td>
<td>Fulani</td>
<td>0.46%</td>
<td>Fulani</td>
<td>0.46%</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>Haitian Creole</td>
<td>0.23%</td>
<td>Haitian Creole</td>
<td>0.23%</td>
</tr>
<tr>
<td>Twi</td>
<td>Twi</td>
<td>0.46%</td>
<td>Twi</td>
<td>0.46%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

n/a

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Calendars</td>
<td>Last week of the prior month. (June calendar is mailed on the last week of May)</td>
<td>Spanish – translated by Parent Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic, Bengali, Haitian Creole – Parent Coordinator will send documents ahead of time to be translated for by the Language Access services</td>
</tr>
<tr>
<td>Regents Exam Information</td>
<td>A copy of the Regents scheduled is sent home on September for the Fall Regents and January for the Spring Regents</td>
<td>Spanish – translated by Parent Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic, Bengali, Haitian Creole – Parent Coordinator will send documents ahead of time to be translated for by the Language Access services</td>
</tr>
<tr>
<td>Event Type</td>
<td>Timing of Communication</td>
<td>Language Details</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>During parent-teacher conference before date of test</td>
<td>Two weeks before date of test a letter of the student's scheduled tests is sent home again</td>
<td></td>
</tr>
<tr>
<td>PA and SLT Newsletters and Memos</td>
<td>A letter is sent home every month, last week of the prior of the month</td>
<td>Spanish – translated by Parent Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic, Bengali, Haitian Creole – Parent Coordinator will send documents ahead of time to be translated for by the Language Access services</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Three weeks before date of scheduled conferences</td>
<td>Spanish – translated by Parent Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic, Bengali, Haitian Creole – Parent Coordinator will send documents ahead of time to be translated for by the Language Access services</td>
</tr>
<tr>
<td>Open House Events</td>
<td>A letter is sent home one week before the scheduled event.</td>
<td>Spanish – translated by Parent Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic, Bengali, Haitian Creole – Parent Coordinator will send documents ahead of time to be translated for by the Language Access services</td>
</tr>
<tr>
<td>Student Uniform Information</td>
<td>Last month of the prior academic year (i.e. June 2017 for September 2017)</td>
<td>Spanish – translated by Parent Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic, Bengali, Haitian Creole – Parent Coordinator will send documents ahead of time to be translated for by the Language Access services</td>
</tr>
<tr>
<td>WVHS Family Night Announcements</td>
<td>A letter is sent home every month, last week of the prior of the month</td>
<td>Spanish – translated by Parent Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic, Bengali, Haitian Creole – Parent Coordinator will send documents ahead of time to be translated for by the Language Access services</td>
</tr>
</tbody>
</table>
Announcements

As soon as information is made available and translated, a copy is given to students and mailed home as well.

Spanish – translated by Parent Coordinator
Arabic, Bengali, Haitian Creole – Parent Coordinator will send documents ahead of time to be translated for by the Language Access services

Letter of Academic Concerns

A week after all scheduled Parent-Teacher conferences

Spanish – translated by Parent Coordinator
Arabic, Bengali, Haitian Creole – Parent Coordinator will send documents ahead of time to be translated for by the Language Access services

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYC DOE Parent Teacher Conferences (as per NYC DOE calendar)</td>
<td>A letter is sent home three weeks before date of scheduled conferences</td>
<td>Spanish – in house interpretation (staff)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Haitian Creole and/or French – in house interpretation (staff member) Arabic and Bengali – staff members utilize the Language Access services</td>
</tr>
<tr>
<td>NYC DOE Family Night</td>
<td>A letter is sent home three weeks before date of scheduled conferences</td>
<td>Spanish – in house interpretation (staff)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Haitian Creole and/or French – in house interpretation (staff member) Arabic and Bengali – staff members utilize the Language Access services</td>
</tr>
<tr>
<td>Open House</td>
<td>A letter is sent home one week before the scheduled event.</td>
<td>Spanish – in house interpretation (staff)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Haitian Creole and/or French – in house interpretation (staff member) Arabic and Bengali – staff members utilize the Language Access services</td>
</tr>
<tr>
<td></td>
<td>A phone call is made to all potential incoming families three days before scheduled event.</td>
<td>Spanish – in house interpretation (staff)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Haitian Creole and/or French – in house interpretation (staff member) Arabic and Bengali – staff members utilize the Language Access services</td>
</tr>
<tr>
<td>Event Description</td>
<td>Communication Plan</td>
<td>Language Access</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>World View High School family Nights (every second Thursday of the Month)</td>
<td>A letter is sent home one week before the scheduled event. A phone call is made to all potential incoming families three days before scheduled event.</td>
<td>Spanish – in house interpretation (staff) Haitian Creole and/or French – in house interpretation (staff member) Arabic and Bengali – staff members utilize the Language Access services</td>
</tr>
<tr>
<td>Orientation/On-Boarding Meeting (July/August/September)</td>
<td>A letter is sent home one week before the scheduled event. A phone call is made to all potential incoming families three days before scheduled event.</td>
<td>Spanish – in house interpretation (staff) Haitian Creole and/or French – in house interpretation (staff member) Arabic and Bengali – staff members utilize the Language Access services</td>
</tr>
<tr>
<td>Parent Association Meetings (every second Thursday of the Month)</td>
<td>A letter is sent home one week before the scheduled event. A phone call is made to all potential incoming families three days before scheduled event.</td>
<td>Spanish – in house interpretation (staff) Haitian Creole and/or French – in house interpretation (staff member) Arabic and Bengali – staff members utilize the Language Access services</td>
</tr>
<tr>
<td>Informal Face-to Face Meetings (As needed)</td>
<td>A phone call is made to make an appointment.</td>
<td>Spanish – in house interpretation (staff) Haitian Creole and/or French – in house interpretation (staff member) Arabic and Bengali – staff members utilize the Language Access services</td>
</tr>
<tr>
<td>Parent -Teacher Individual Meetings</td>
<td>A phone call is made to make an appointment.</td>
<td>Spanish – in house interpretation (staff) Haitian Creole and/or French – in house interpretation (staff member) Arabic and Bengali – staff members utilize the Language Access services</td>
</tr>
<tr>
<td>Guidance - Teacher Individual Meetings</td>
<td>A phone call is made to make an appointment.</td>
<td>Spanish – in house interpretation (staff) Haitian Creole and/or French – in house interpretation (staff member) Arabic and Bengali – staff members utilize the Language Access services</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

1. School used School Messenger services to communicate all school emergency information to all families.
2. Spanish – in house interpretation (staff)
3. Haitian Creole and/or French – in house interpretation (staff member)
4. Arabic and Bengali – staff members utilize the Language Access services

### Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Caren Lucarelli, the Language Access Coordinator, is required to attend a PD to be updated on all changes in terms of her position and Chancellor’s Regulation A-663. She then turns the information to all staff members during one of the weekly all-staff PD.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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, the Parent Coordinator, has a Language ID Guide in her designated office (R. 383)

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.