



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE BRONX COMPASS HIGH SCHOOL

DBN (i.e. 01M001): 08X561

Principal: STACY MCCOY

Principal Email: SMCCOY5@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: REX BOBBISH

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By the end of June 2014, 92% of students will have earned at least 10 credits (with at least 8 core credits) for the school year to be on track toward graduation. All students will create high quality meaningful work products and show progress toward mastery with at least 92% of students "meeting" expectations for all of their mastery (Common Core State Standards aligned) course work both in January and in June.

Comprehensive Needs Assessment

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

In order to graduate in four years and be college and career ready, students need to earn at least 44 credits. Those 44 credits must reflect students "meeting" expectations on Common Core aligned course work in order to be college and career ready.

Instructional Strategies/Activities

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

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

1. Providing all students with personalized feedback on course work in every unit through mastery based (CCLS aligned) unit rubrics.
2. Conferencing with students around their work products, giving feedback against the mastery rubrics, and discussing their unique strengths, needs, and interests
3. Open School Night twice a year (end of 1st and 3rd quarter)
4. Hosting curriculum on Haiku for 24/7 access for students, parents, and advisors
5. Ongoing communication with families around student progress
6. Looking at student work protocol, generating personalized interventions and extensions for every student, and "Getting off the escalator" protocol
7. Before school, during school, after school, and Saturday school intervention and extension opportunities.
8. Expanding Genius Bar offerings
9. Curricular review and adjustment to differentiate

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

1. Facilitators across all course work---to design and facilitate CCLS, mastery-based instruction.
2. Big Picture consultation---to facilitate professional development around personalization and differentiation for all learners, as well as co-lead team protocols to ensure that all students are being well supported to "meet" expectations in their course work
3. ISA Instructional coaches to support the design and adjustment of curriculum
4. Ongoing professional development for facilitators and advisors

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

1. 1st Quarter & 3rd Quarter: collect data and conduct "kid talks" for each student. Propose interventions and extensions for each student.
2. Meet with each student and family at Open School night and negotiate interventions and extensions.
3. 2nd Quarter & 4th Quarter: Implement action plans for interventions and extensions.
4. Maintain ongoing communication with families around action plan.
5. Collect results & celebrate success of students
6. Determine which students did not meet their targets, utilize summer school as an opportunity to further implement interventions & extensions.

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

1. 2013-2014 school year (full year).

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

1. Extended Day opportunities including: before school, after school, and Saturday Academy.
2. Weekly professional development and protocols to review student data.

Strategies to Increase Parental Involvement

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

Open School Night

Ongoing parent communication
Hailu: parent logins to access curriculum and gradebook

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By August 2014, 80% of 10th grade general education students and 70% of 10th grade special education students will achieve their target Regents score on both the Integrated Algebra, Global, and Living Environment Regents exams.

Comprehensive Needs Assessment

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

Students need 5 Regents to graduate. Regents exams can be extremely challenging for students, especially our special needs students.

Instructional Strategies/Activities

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

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

1. Genius Bar services available in reading, writing, math, science, and health
2. Daily Regents Hack with push-in advisory support
3. Expanded opportunities to prepare through: morning math, after school study hall, and Saturday Regents Academy
4. Hosting resources on Haiku for 24/7 access

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

1. Content Area experts Regents Hack (Regents Hack is a 90-minute study skills session offered to all grade 10 students 4 days a week)
2. Special education experts in Genius Bar (Genius Bar is a 30-minute small group or individual tutoring session offered to students in every core subject + health during school that students can sign up for based on their needs).
3. Advisors meet with each student to develop a personalized study plan for Regents exams.
4. Tech coordinator to help experts host prep materials on Haiku

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

1. We are offering three rounds of Regents this year: in January, June, and August.
2. Results will be compared after each round (80% Gen, 70% Sped) and the program will be either expanded or adjusted to improve results in identified areas.
3. Students will take user-feedback surveys evaluating the Regents Hack study sessions.
4. After each round of offerings (January, June, August) the teachers and students will meet to discuss, review results, and provide ideas for revision for the next round.

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

1. Full year program. Regents Hack will begin in September 2013 and will conclude in August 2014.

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

1. N/A

Strategies to Increase Parental Involvement

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

Providing parents with a "Help your child succeed on Regents" letter at Open Schools Night

Provide parents with 24/7 access to the Regents resources on Haiku

Letter to student's families after each round of offerings updating the parent on the student's progress toward personalized goal

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, our average attendance rate overall will be at least 90%. In addition, students with an attendance between the range of 60% and 90% will be targeted for additional attendance support with the goal of raising their attendance 8% from the previous benchmark.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Attendance is essential to supporting student learning. Our average attendance rate last year was 86%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Attendance team will meet weekly to discuss overall attendance, identify and check-on on "targeted" students, and make suggestions for initiatives to improve attendance. Data specialist will compile attendance data for each weekly meeting. Attendance data will be share with families in four ways: through school messenger phone calls (day of), through an attendance letter (if too many days are missed), through a personal phone call from advisor or facilitator, and through an overall data report shared on Open School Night. Conferencing with target students to identify strengths, needs, and interests and develop an action plans and incentives to get them into school on time.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Community Coordinator Community Assistant Data Specialist Advisors
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Weekly Attendance Meeting Overall check-ins: 1st Quarter, 2nd Quarter, 3rd Quarter, & 4th Quarter
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Full year program. September 2013-June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> N/A

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Attendance data will be shared with PA and SLT.
School Messenger automated phone calls.

Budget and Resource Alignment

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading advisories- 100 students Reading Genius Bar- 10 students ELA Office Hours- fluctuates 1-5 students ELA Regents Hack with push-in-20 students	Small group Small group Small group or individual tutoring Small group or whole class	During school During school After school
Mathematics	Morning Math AIS-30 students Math Genius Bar-10 students Math Office Hours-1-10 students Math Regents Hack with push-in-50 students	Whole class Small group or individual tutoring Small group or individual tutoring Small group or whole class	Before school During school After school During school
Science	Science Genius Bar-10 students Science Office Hours-1-10 students Science Regents Hack with push-in-45 students	Small group or individual tutoring Small group or individual tutoring Small group or whole class	During school After school During school
Social Studies	Social Studies Office Hours-1-5 students Global Regents Hack-45 students	Small group or individual tutoring Small group or whole class	After school During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Groups-30 students Big Picture Advisory- 8 students Individual counseling services-20 students	Small group Small group Individual	During school During school During school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment strategies:

- Teachers are hired based on holistic review of their qualifications including but not limited to: resume, cover letter, demo lesson, portfolio, round table discussion, sample unit plans/ lesson plans/ work samples.
- Teachers are hired using a common rubric to ensure that candidates align with our instructional beliefs and philosophy, and meet our expectations for all selected competencies.
- Teachers are hired based on their desire to work in an innovative school that partner with students in the learning process.

Retention strategies:

- Teachers are connected with personalized opportunities to lead and participate in projects based on their strengths, needs, and interests.
- Teachers have access to regular coaching from school administrators and external partners.
- Teachers are connected with professional development opportunities that align with their areas of interest or areas in need of growth.
- Teachers are treated with respect and dignity at all times.
- Teachers have a voice and role in school leadership.

Teacher assignments:

- Teachers input into their assignments will be honored as much as possible.

Teacher supports:

- Teachers will have team members, access to coaches, access to resources, tools, and templates.
- Teachers will be encouraged to make inter-visitations.
- Teachers can gain coverages to attend professional development activities.

Professional Development:

- Professional development is offered for 2 hours to all school staff one day a week.
- A 5-day winter professional development institute is held for all staff.
- A 5-day summer professional development institute is held for all staff.
- Teachers can lead sections of PD to share best practices
- Teachers complete PD reflection surveys to steer future PD sessions

High Quality and Ongoing Professional Development

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

Professional Development:

- Professional development is offered for 2 hours to all school staff one day a week.
- A 5-day winter professional development institute is held for all staff.
- A 5-day summer professional development institute is held for all staff.
- Teachers can lead sections of PD to share best practices
- Teachers complete PD reflection surveys to steer future PD sessions

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We value a personalized approach. All decision student by student when it comes to programs and services. Advisors along with the facilitators, social worker, administrators, and community coordinators determine how funds and programs should be matched with students based on needs and within the parameters of federal, state, and local mandates.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

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.

N/A

TA Schools Only

Use of Program Resources

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

TA program:

We have a personalized approach to assisting students reach proficiency. Even so, depending on the desired result we have various labels and criteria to identify and group students for specific interventions and extensions. Our targeted assistance funding supports:

-Lead Teacher in working with other teachers to design mastery-based (CCLS-aligned) curriculum that is differentiated so that all students can achieve mastery

-1% Parent Involvement: show tickets to celebrate student and families before the holidays

-5% Highly Qualified: to help 1 of our teachers achieve additional qualifications

-10% Professional Development: to support the development and training of our teaching staff

-Additional money spent on:

Computers to support our Intervention services that require online components

Graphing calculators to support our morning math intervention services

Big Picture Leadership Development retreat to provide our Assistant Principal with additional training

Per session for all before school and after school services related to AIS

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).

Our TA funding is planned with the SLT and administrative team. We cross-check all plans against our data and our goals.

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

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

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

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress

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

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

- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- 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 Community Coordinator to serve as a liaison between the school and families.
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

- 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;
- 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;

Parent Involvement Policy (PIP) Template

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

IV. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

V. Parent/Guardian Responsibilities:

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

VI. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 561
School Name The Bronx Compass High School		

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

Principal Stacy McCoy	Assistant Principal Noel Parish
Coach Elena Ravolino	Coach Dana Luria
ESL Teacher Shanice Anderson	Guidance Counselor Loren Fisher
Teacher/Subject Area Sean Abbott Klafter/ Global	Parent Marla Medina
Teacher/Subject Area Lindsey D'Amato/ SPED coord.	Parent Coordinator Peggy Orellana (Community)
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	195	Total number of ELLs	11	ELLs as share of total student population (%)	5.64%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	4

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4		1	3		1	4		1	11
Total	4	0	1	3	0	1	4	0	1	11

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0		
	I										0	0		
	A										4	1		
	P										4	1		
READING/ WRITING	B										1	0		
	I										5	0		
	A										2	2		
	P										0	0		

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We are utilizing mastery based assessments in all units. Regardless of being an ELL student or not, all students receive personalized feedback against the mastery based units in every course of study. In addition to the mastery based assessments, students also take the NYC Performance Assessments, New York State Regents, and Performance Series online.
We are only in our second year as a school. But so far, our ELLs last year did as well as our General Education students in terms of credit accumulation and interim assessments. In our first year, we only had 2 students that were ELLs. Since the sample size was so small, it difficult to draw too many conclusions. This year, we will have more data to compare.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
9% Beginner (1 student) 9th grade
28% Intermediate (3 students) 9th grade
64% Advanced (7 students) 9th grade & 10th grade
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Based on the 11 students we currently serve at our school, overall our students are doing better on the listening and speaking sections of the NYSESLAT test than the reading and writing section. We are using this information to build in more reading and writing opportunities into all of our courses.
Our school does not currently use information from the AMAO tool., but plans to once we figure out how to use it well.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. We have not yet had students take tests in languages other than English.
 - b. We are not using ELL periodic assessments specifically, we are using mastery based assessments and interim assessments. Teachers use that data to adjust instruction, create intervention plans, and program students for Academic Intervention Services. Currently, 80% of the ELL students we serve receive AIS in one or more subjects.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Content area teachers use audio, video, and additional materials to support students language needs. Language needs and IEP accomodations are considered in planning and implementation.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our school wide goals apply to all students equally. We are aiming for 92% credit accumulation (AYP), 70% pass rates on Regents Exams, and 90% attendance. We will have data this year and will do comparative analyses at the end of the year to adjust for sub-groups if necessary.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All students are given the Home Language Identification Survey. The survey is indicated in our first day take home packet and/or orientation materials. The testing coordinator (AP) and ESL teacher assess spoken English proficiency via interviews with students from out-of-state/ country. All new students are administered the LAB-R by the first week of Bronx Compass High School. Results are reported and their individual program designated. If the student is identified as needing ESL and related services, it is programmed into their schedules. Our testing coordinator administers all testing such as LAB-R and NYSESLAT. In addition, students meet with their advisors everyday to check in on progress. The advisor will work with the student to link students with personalized opportunities that make sense for them based on their strengths, needs, and interests.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
We only offer ESL. Parents can learn about the various ESL services and our approach to ESL in our Orientation packet in July and August. We mail out postcards and do automated calls in English and Spanish. In September, all parents of new and returning ELLs are met with individually to discuss the program offerings and their child's needs. Based on student's ELL data and a comprehensive review, students are programmed for the appropriate ESL services. We have translators available to check-in with parents at open school nights and every student has an advisor that can speak (or a mentor that can speak) the home language of the child to keep the parent updated.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
All forms are collected by the Community Coordinator. She is also responsible for parent communication. Parents of ELLs new to our school have separate individual meetings. ATS reports are used to determine NYSESLAT eligibility. The letters are then printed and mailed home. As letters are returned, they are filed with student's school file.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
We only offer ESL. The placement letters are created and returned to parents with their child's services. Copies of the placement letters are maintained in the student's files. The ELPC screen in ATS is updated within 20 days.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Testing coordinator and ESL teacher work together to administer NYSELAT. Reports in ATS are generated to determine NYSESLAT eligibility.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Do not have enough data yet to make that call. We are a new school in our second year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We utilize various models: push-in, pull-out, and self-contained.
 - b. We utilize block heterogeneous groups for some classes, and block homogenous groups for specific pull out services.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Beginner: 540 minutes-9 hours
-90-minutes a day of push-in (5x90=450)
-90-minutes a week of direct ESL in self contained setting (90x1=90)

Intermediate: 360 minutes- 6 hours
-30-minutes a day of pull-out small group (30x5=150 minutes)
-280-minutes a week of rotating small group ELA by proficiency level -10th grade
-90-minutes a day of push-in, 3x90-minutes=280 minutes for 9th grade

Advanced: 180 minutes-3 hours
-90-minute day, 3 days a week, push-in for 9 and 10th graders
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

We only have courses in English as a Second Language. For students struggling in Content Area subjects we hold, "Genius Bar" for every course. "Genius Bar" allows students to meet with an expert in the content area for 30-minutes multiple times a week to get extra help. Materials are self-created by the teachers with student's diagnostic information.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We are looking for screen assessments to support our students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Listening: diagnostic, mid-unit, & summative
Speaking: diagnostic, mid-unit, & summative
Writing: diagnostic, mid-unit, & summative
Reading: diagnostic, mid-unit, & summative

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. We have no SIFEs. But if we do we will create a program based on best practices.
 b, c, d, e: Regardless of status, all students are met with one and one and scheduled with a series of supports based on their strengths, needs, and interests. Supports include but not limited to: before school AIS, during school Genius Bar, after school AIS, Saturday Academy, ELL advisory services, ESL courses through College Now, ESL summer programs, a peer-mentor, etc.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 We host all curricular materials on an LMS site: Haiku. The site is available 24 hours a day, 7 days a week. The materials are differentiated. Students are also encouraged to translate the materials through Google in their native languages.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Regardless of status, all students are met with one and one and scheduled with a series of supports based on their strengths, needs, and interests. Supports include but not limited to: before school AIS, during school Genius Bar, after school AIS, Saturday Academy, ELL advisory services, ESL courses through College Now, ESL summer programs, a peer-mentor, etc.
- Mastery based curriculum and assessments also allows us to support students in a personalized way to achieve their goals.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

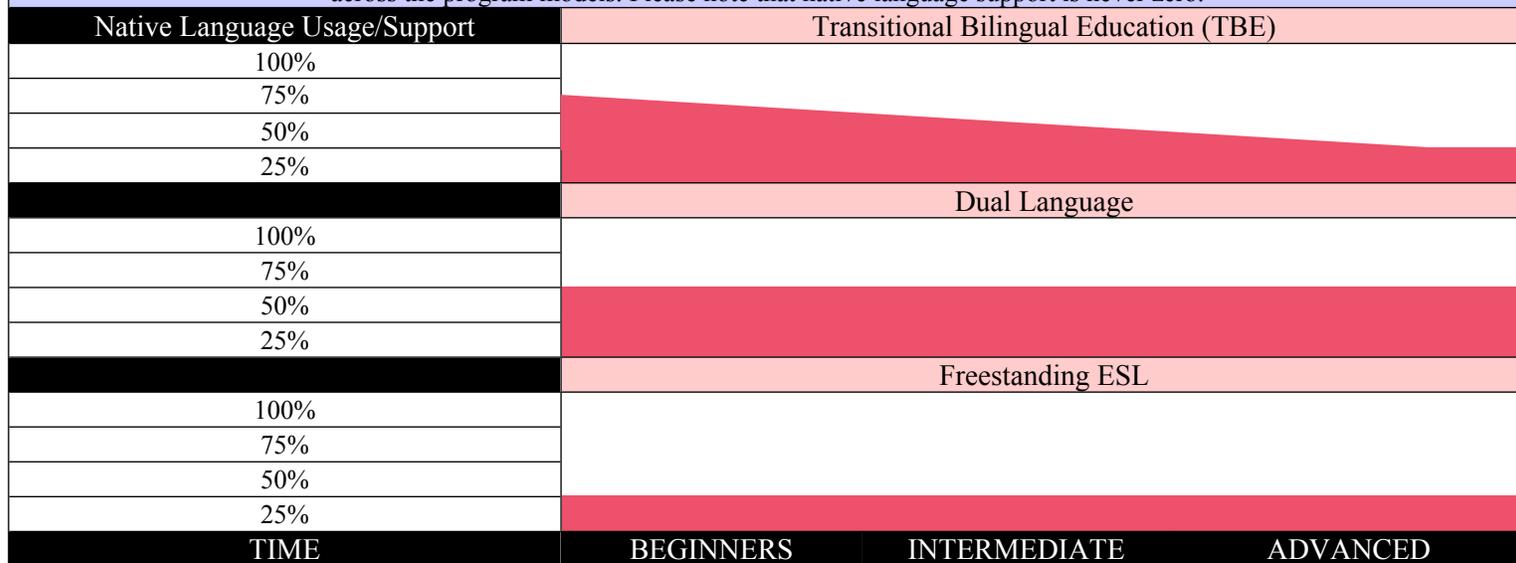
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention Services include:
 Morning math
 Genius bar (in school AIS, small group or individual) in Social studies, Math, ELA, Science, and Health.
 After school office hours in all subjects
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- So far, our data suggests that the programs are successful. There is minimal to no achievement gap between our ELL students and Gen. Ed students. across all core content areas and electives.
11. What new programs or improvements will be considered for the upcoming school year?
- We are expanding our offerings including:
 College Now ESL courses through Hostos Community College
 English Language Summer Program through Hostos Community College
 Internships targeted at pairing students with experts in fields that interest them AND offer Native language opportunities
12. What programs/services for ELLs will be discontinued and why?
- None yet. Not enough data or time to make that call.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We have equal access to all students. Supplemental services include: academic supports, arts, sports, and many other opportunities
- Saturday academy
 T-shirt design elective
 Recording studio elective
 Physical education elective
 Morning Math
 Lunch Open Gym
 After school office hours
 Saturday Open studio
 Genius Bar
 PSAL Sports
 College Now
 Minds Matter
 SEO
 Wildlife Conservations
 Internships
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Lap tops.
 Ipads.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Google translate.
 ESL teacher speaks Spanish.
 Texts in native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- N/A
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Orientation
 Peer-mentors in native language

18. What language electives are offered to ELLs?

We are working on a partnership with College Now to expand offerings.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Workshops offered by the ELL office. Shared ELL PD with partner schools. Self-assessment, coaching, & reflection. PD takes place every Wednesday for 90-minutes.
 2. Common Core professional development and working groups offered through network. Plus, coaching from ISA on site. Guidance counselor is looking for more transition PD opportunities for newly arrived students.
 3. All staff get advisory training. The advisory training helps staff members understand how to have conferences with students around transitioning to the next phase and setting action plans for post-secondary opportunities. Advisory training happens over the summer for one week in August. ELL training is part of this, and takes place over two days.
 4. It is spread over two days in the Summer Insitute and includes: designing and differentiating for ELLs, scaffolding language, using SIOP stratgies in core classes, building community in advisory.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parent Association, Open School Night, and Student Performances.
 2. Hostos Community College for summer ELL opportunities and college now courses.
 3. Interviews and surveys---once we have a parent coordinator we will develop this more.
 4. Personalized approach to parent's needs. Some of it includes connecting them with resources. Some of it includes providing information.

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: The Bronx Compass

School DBN: 08X561

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stacy McCoy	Principal		12/3/13
Noel Parish	Assistant Principal		12/3/13
Peggy Orellana	Parent Coordinator		12/3/13
Shanice Anderson	ESL Teacher		12/3/13
Marla Medina	Parent		12/3/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **08X561** School Name: **Bronx Compass**

Cluster: **1** Network: **101**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Since we are a new school we are still negotiating which materials would be most helpful for parents to understand. Phone calls about attendance, progress, and news/events are made in both Spanish and English. Even though we have one French student, his parents speak and understand English. Therefore, when we do translate materials we translate into Spanish only. Invitations are sent out both in English and Spanish. As we grow, we plan to offer more translated materials to families.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The Spanish speaking families who prefer communication in Spanish are flagged in our student contact system. Advisors and teachers can see which students' families request Spanish materials, phone calls, etc.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

So far, all translation of materials has happened in house. In the future, we will provide more of the materials in both English and Spanish using a translation service provider.

We ensure that materials are translated and sent out at the same time as materials in English to support equal access for ELL parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In house oral interpretation services for both written and oral communications.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The letter explaining the services will be sent home and emailed in the language requested by the family.