



# 2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

**08X561**

**School Name:**

**THE BRONX COMPASS HIGH SCHOOL**

**Principal:**

**STACY MCCOY**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 08X561  
School Type: iZone 360/ PROSE Grades Served: 9-11  
School Address: 1980 Lafayette Ave, Bronx NY 10473  
Phone Number: 718-828-1206 Fax: \_\_\_\_\_  
School Contact Person: Stacy McCoy Email Address: Smccoy5@Schools.nyc.gov  
Principal: Stacy McCoy  
UFT Chapter Leader: Mike Douglas  
Parents' Association President: Marla Medina  
SLT Chairperson: Jahaira Troche  
Student Representative(s): Victoria Richardson,

**District Information**

District: 08 Superintendent: Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, Bronx NY 10458  
Superintendent's Email Address: Cstaple@Schools.nyc.gov  
Phone Number: 718-741-3157 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 01 Cluster Leader: Chris Groll  
Network  
Network Number: 101 Leader: Cristina Solis

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Directions:**

List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.

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.\*\*

The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stacy McCoy	*Principal or Designee	<i>Stacy McCoy</i>
Mike Douglas	*UFT Chapter Leader or Designee	<i>Mike Douglas</i>
Marla Medina	*PA/PTA President or Designated Co-President	<i>Marla Medina</i>
N/A	DC 37 Representative, if applicable	
Victoria Richardson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Lonell Richardson	Member/	
Jocelyn Reyes	Member/	
Clinton Powell	Member/	
Roselyn Reyes	Member/	
Sean Abbott Klafter	Member/	
Paul Smith	Member/	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value

each other.

### **The Quality Review and the Capacity Framework**

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

### **NYCDOE's Quality Review (QR)**

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

Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

School Culture: Positive Learning Environment (1.4), High expectations (3.4)

Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

**Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

**Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

**Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).

**Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

### #1

**Mission Statement:** The Bronx Compass High School is a creative community of learners engaged in the design, production, and publication of high-quality meaningful work. Our mission is to honor learners in our school community by creating a truly personalized, learner-centric school model, where learning is aligned to the unique interests, talents, and aspirations of unique individuals. Every learner will have the opportunity to explore, define, and pursue their life's work.

**A student of Bronx Compass will graduate with:**

- A personal vision for success beyond high school and a commitment to lifelong learning
- A portfolio of masterful work
- A well-rounded academic foundation both in humanities and science/technology/engineering/art/mathematics
- Internship Experiences
- Detailed resume highlighting work they published, programs they attended, internships they have completed, and awards/honors they have achieved
- College credits and/or applications to College
- Scholarships
- *& a whole school family that knows them well and supports their future success*

**Strategic Collaborations:** Student Internships with businesses, non-profits, and institutions all over the city.

**Strategic Partnerships:** Hostos College Now, iZone 360, PROSE (Progressive Redesign Opportunity Schools of Excellence), Digital Ready, ESA (Entertainment Software Association)

**Special Initiatives:** Apple Distinguished School, iZone Ambassador School

### #2

**Strengths & Accomplishments:**

- Upholding our mission and vision by honoring every student's unique interests and talents, and linking them with personalized opportunities.
- Promising progress toward graduation, 10% higher than the city average
- Award-winning teaching staff and innovative school leadership
- Offering a plethora of programs and opportunities to engage students in school
- Strong, family-oriented culture
- Successful integration of cutting edge technology into the school program, 1-1 laptop to student ratio
- Successful internship program that engages our 11th grade in substantial real-world internships
- Celebrating and publishing student work
- Writing and implementing multiple successful grant projects
- Minimizing the achievement gap between general education students and special education students, having excellent results moving special education students to less restrictive environments

**Challenges:**

- Providing enough scaffolding and support for student learning, while still developing students that are autonomous learners with ownership over their work process and products.
- Building the school's capacity for restorative justice practices rather than punishment-based discipline.
- Creating a cohesive vision of what teaching looks like at Bronx Compass, without disempowering teachers from making important decisions about their courses and their instructional approach
- Supporting students with immense gaps in their reading, writing, and mathematical skills.
- Transitioning special education students thoughtfully into less restrictive environments
- Showing progress on Regents' exams, when it is not one of our highly valued assessments (we rely on products, portfolios, and presentations to assess learning).

**#3**

**Areas we made the most growth last year:**

- Engaging students in mastery-based learning experiences and assessments
- Integrating the arts and 21st century technology skills across the school
- Connecting students with personalized opportunities (internal and external programs, jobs, internships, and projects)
- Expanding pathways to success; creating and scaling new programs for students who need something different
- Refining systems and structures to personalize learning and support
- Designing a schedule that optimizes the student's experience
- Developing a strong school culture

**Areas of focus for this year:**

- Refining our approach to mastery-based curriculum and assessment
- Developing Teacher leadership and team capacity
- Disseminating Best Practices around Pedagogy across the school
- Scaling systems of personalization
- Launching and refining student exhibitions
- Launching an internship program
- Scaling the school culture initiatives

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

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

### Part 1 – Needs Assessment

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

#### Schoolwide Strengths in regards to Rigorous Instruction:

- High levels of satisfaction around the instructional core, 91% satisfied which is above average--4% higher than the city average.
  - 96% of parents reported satisfaction.
  - 91% of teachers reported satisfaction.
  - 86% of students reported satisfaction. (*NYC School Survey, 2013-2014 Report*)
- On the quality review “Instructional Core” section, we rated Proficient on the following:
  - 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards and/ or content standards
  - 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels (*Peer School Quality Review, 2013-2014 Report*)
- 99% of parents agree or strongly agree that the school gives their child extra help when he or she needs it (*NYC School survey, 2013-2014*)
- 97% of students report that the teaching staff at our school believe that all students can do well. (*NYC School survey, 2013-2014*)
- 89% of students earned enough credits in tenth grade to be on track for high school graduation, which is substantially higher than the city average, 79% and the borough average, 72%.

#### School-wide Needs in regards to Rigorous Instruction:

- Only 79% of students earned enough credits in the 9th grade to be on track for high school graduation, which is 4% lower than the city-average, 83%.
- The school is prepar
- “Strengthen teacher instructional practice to promote student discussions and high levels of student thinking and participation.” (*Peer School Quality Review, 2013-2014 Report*)
- “Deepen the rigor of curriculum and instruction so that all lessons engage and offer suitable challenges for students at their level including higher order thinking skills to help support learning for sub-groups, including students with disabilities and English Language Learners.” (*Peer School Quality Review, 2013-2014 Report*)
- “Align rubrics to curricula and incorporate ongoing checks for understanding to adjust for increased students outcomes and support for all learners.” (*Peer School Quality Review, 2013-2014 Report*)
- On the quality review “Instructional Core” section, we rated Developing on the following:
  - 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and the Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. (*Peer School Quality Review, 2013-2014 Report*)
  - Only 75% of teachers reported, “My school does a good job teaching students the organizational and study skills needed to succeed in and be prepared for their next grade level.” (NYC School Survey,

**Part 2 – Annual Goal**

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

**SMART Goal:**

- At least 86% of 11th grade students will successfully complete three end of trimester exhibitions (one in November, March, & June) in which they will share meaningful work products from their portfolios, describe their learning over the course of the tri-mester, and engage in public ownership of their progress toward the goals defined in their learning plans. In addition, each presenter must facilitate a debrief discussion with their classmates about the quality of exhibition against the expectations outlined in the exhibition rubric.
- At least 86% of 9th & 10th grade students will successfully complete two end of semester exhibitions (one in January and one in June) in which they will share meaningful work products from their portfolios, describe their learning over the course of the semester, and engage in public ownership of their progress toward the goals defined in their learning plans. In addition, each presenter must facilitate a debrief discussion with their classmates about the quality of exhibition against the expectations outlined in the exhibition rubric.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:                      Research-based instructional programs, professional development, and/or systems and structures needed to impact change                      Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).                      Strategies to increase parent involvement and engagement                      Activities that address the Capacity Framework element of Trust</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Develop and maintain school-wide systems and structures to support the development of portfolios and exhibitions.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clarify the vision for exhibitions: <i>what are they, how do we do them, and why are they are important?</i></li> <li><input type="checkbox"/> Create exhibition teams and elect exhibition team leaders.</li> <li><input type="checkbox"/> Co-design the re- envisioning of exhibitions with exhibition team leaders</li> <li><input type="checkbox"/> Schedule weekly meetings for the exhibition teams of teachers to engage in the design, reflection, and refinement of the portfolio and exhibition process.</li> <li><input type="checkbox"/> Schedule monthly meetings with the exhibition team leaders to monitor progress of team’s goals, communicate the team’s needs to the administration, and refine the exhibition process</li> <li><input type="checkbox"/> Require every class to maintain a portfolio</li> <li><input type="checkbox"/> Set and publish the dates for exhibitions</li> <li><input type="checkbox"/> Communicate dates and vision to community</li> <li><input type="checkbox"/> Give training &amp; observational feedback to teachers on their use of portfolios, modeling of reflection, and goal-setting.</li> <li><input type="checkbox"/> Give training &amp; observational feedback to teachers on their classroom discussions and abilities to lead debriefs.</li> </ul>	<p>Schoolwide</p>	<p>July 2014- June 2015</p>	<p>School administration</p>

<p><b>Develop and maintain classroom systems and structures to support the development of the portfolios and exhibitions.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Go see student exhibitions at other schools</li> <li><input type="checkbox"/> Co-design a shared understanding of portfolios; do a portfolio practice share in exhibition team time</li> <li><input type="checkbox"/> Co-create the exhibition rubric for 11th grade.</li> <li><input type="checkbox"/> Create the 9th and 10th grade exhibition rubric with the 11th grade exhibition in mind, ensure alignment across the rubrics</li> <li><input type="checkbox"/> Complete first round of exhibitions, identify areas of celebration in the process, and areas of growth; use these to refine approach to the next round of exhibitions.</li> <li><input type="checkbox"/> Celebrate exhibitions, provide certificates and praise</li> </ul>	<p>All 9th, 10th, 11th grade teachers</p>	<p>August 2014-June 2015</p>	<p>Exhibition Team Leaders</p>
<p><b>Develop students' capacity to do an exhibition. In addition, develop students' capacity to create a portfolio of meaningful work products, reflect on their learning process, and engage in goal-setting and tracking.</b></p> <p>Exhibitions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate vision of exhibition to students through an assembly.</li> <li><input type="checkbox"/> Have students see student exhibitions at other schools</li> <li><input type="checkbox"/> Have 9th and 10th grade students watch 11th grade exhibitions</li> <li><input type="checkbox"/> Advisors support exhibition preparation in daily advisory periods.</li> <li><input type="checkbox"/> Advisors share the success criteria and exhibition rubric with students.</li> </ul> <p>Portfolios:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 9th,10th, &amp; 11th grade teachers: <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain portfolio collection routines in classes.</li> <li><input type="checkbox"/> Share expectations for portfolios with students.</li> <li><input type="checkbox"/> Develop high level tasks and assessments that provide some student choice for students to submit to their portfolio.</li> </ul> </li> </ul> <p>Reflection &amp; Goal Setting:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 11th grade teachers: <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop personalized learning plans with each advisory student, discuss credits and Regents, discuss past strengths and challenges, co-design goals together. Capture it and refine it through the learning plan.</li> </ul> </li> <li><input type="checkbox"/> 9th &amp; 10th grade teachers: <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in unit by unit reflection routines in the classroom.</li> <li><input type="checkbox"/> Model the process of reflection</li> <li><input type="checkbox"/> Practice goal-setting and tracking with students in advisory</li> </ul> </li> </ul>	<p>All 9,10, 11th grade Students</p>	<p>September 2014-June 2015</p>	<p>Teachers in their Exhibition Teams &amp; their classrooms</p>
<p><b>Develop students' capacity to both facilitate a discussion and engage as an active participant in a discussion.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide sentence starters for students to engage in a</li> </ul>	<p>All 9,10, 11th grade Students</p>	<p>September 2014-June 2015</p>	<p>Teachers in their Exhibition Teams &amp; their</p>

discussion <input type="checkbox"/> Provide opportunities for students to engage in and practice discussion across classrooms <input type="checkbox"/> Teacher models debrief discussions often			classrooms
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**Part 4 – Resources Needed**

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

**Instructional Resources/Deliverables:**

- Exhibition FAQ sheets for teachers, students, & parents
- Shared exhibition rubrics in grades 9,10,11
- Shared exhibition debrief protocol across grades
- High quality curricular tasks that promote student choice and creation of meaningful work products

Materials:

- Portfolio folders
- Portfolio boxes
- Tools and technology for students to use to produce work products and present their work

Budget/ Time:

- Per session for team leaders

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**Part 6 – Progress Monitoring**

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

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

**Mid-point benchmark & Timeframe:**

11th grade- First round of exhibitions in November 2014. 100% completion rate.  
 9th and 10th grade- Portfolios in every classroom by November 2014. 100% completion rate.  
 9th and 10th grade- First round of exhibitions in January 2015. 100% completion rate.

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

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



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

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

### Part 1 – Needs Assessment

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

#### School-wide strengths in regards to Supportive Environment (w/ sources cited)

- School earned “Well Developed” on the School Culture Quality Review Indicator, 1.4.
  - 1.4- Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. (*Peer School Quality Review, 2013-2014*)
- “The school’s culture and structures guarantee a safe environment where students and adults are supported through multiple experiences that foster social and emotional growth through school-wide programs.” (*Peer School Quality Review, 2013-2014*)
- 100% of teachers reported that “My school does a good job supporting students who are at risk for dropping out. (NYC School Survey, 2014-2015)
- 100% of teachers reported that “My school does a good job supporting students who aspire to go on to a 2- or 4- year college, career or technical training, or enter the workforce by helping them develop a plan to achieve those goals. (NYC School Survey, 2014-2015)
- 97% of students reported that “Most adults at my school that I see every day know my name or who I am.” (NYC School Survey, 2014-2015)

#### School-wide needs in regards to Supportive Environment (w/sources cited):

- Only 90% of students reported that they feel safe in their classes. (NYC School Survey, 2014-2015)
- Only 89% of students reported that “most adults at my school care about me.” (NYC School Survey, 2014-2015)
- Only 72% of students reported that they feel safe in the hallways, bathrooms, locker rooms, and cafeteria. (High School Quality Snapshot, 2013-2014). We need to find a way for students to feel safer in the shared campus spaces since we inhabit just one section of a giant eight-school campus.
- Only 69% of teachers reported that, “At my school order and discipline are maintained.” (NYC School Survey, 2014-2015)

### Part 2 – Annual Goal

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

SMART Goal:

- By June 2015, we will further develop a safe and supportive environment that can engage students in socio-emotional learning, coordinate services to meet student needs, and celebrate every student. This includes:
  - 24-hour response time from the school support time when students are in need of intervention.
  - Linking every student to a personalized schedule and a personalized opportunity either within school or beyond school (through a program, job, internship, or project).
  - Celebrating every student either through a shout-out, award, or luncheon.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>Build capacity around our school’s five core values, The Finger Contract: positive attitude, ownership, respect, commitment, and safety.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide professional development in August to the whole staff about developing a positive classroom culture with the five-finger contract in mind.</li> <li><input type="checkbox"/> Discuss the five finger contract in August orientation session for all grades.</li> <li><input type="checkbox"/> Print and hang up posters about the five-finger contract.</li> <li><input type="checkbox"/> Provide observational feedback to teachers on Danielson in 2a and 2b as it pertains to the framework and the five-finger contract.</li> <li><input type="checkbox"/> Provide additional professional development sessions including role playing opportunities for teachers to get good at reinforcing the five-finger contract.</li> <li><input type="checkbox"/> Go into advisories and review the five-finger contract with students.</li> <li><input type="checkbox"/> Create awards and celebrate students, staff members, and parents who exemplify the compass contract.</li> <li><input type="checkbox"/> School administration models for students and staff how to re-enforce the five-finger contract.</li> </ul>	Teachers, Students	August 2014-June 2015	School Administration
<b>Refine school-wide systems and structures to identify students in need of intervention, as well as align and deploy resources to support the student.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure every student has a daily advisory period built into their schedule.</li> <li><input type="checkbox"/> Build in daily discussions and check-in routines around students’ socio-emotional wellness into advisory periods.</li> <li><input type="checkbox"/> Refine the attendance team protocols and tools, monitor and adjust based on feedback and results produced.</li> <li><input type="checkbox"/> Refine the referral system protocols and tools, monitor and adjust based on feedback and results produced.</li> <li><input type="checkbox"/> Provide common advisory planning time to all teachers (9th grade advisors, 10th grade advisors, 11th grade advisors) to discuss their strategies for identifying and supporting students.</li> </ul>	Students, Support Staff, Advisors	August 2014-June 2015	School administration and support staff, Advisor Teams
<b>Further develop the school’s capacity for supporting restorative practices instead of punishment-based discipline.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hire an “anti-dean” or additional school administrator that</li> </ul>	“Anti-dean”/ Admin,	August 2014-June 2015	Anti-Dean/ Admin, School Admin

<p>can do that role.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Refine the school’s theory of action around responding to discipline with due process.</li> <li><input type="checkbox"/> Support the school’s adoption of the refined theory of action through ongoing conversations.</li> <li><input type="checkbox"/> Track the changes in school’s referral rates based on interventions.</li> <li><input type="checkbox"/> Communicate with campus safety agents about our approach, why we believe it works, and how it will look from an outsiders perspective.</li> <li><input type="checkbox"/> Communicate with students, teachers, and families how it works and why we believe in it.</li> <li><input type="checkbox"/> Build in restorative justice discussions into the advisory curriculum.</li> </ul>	<p>Students, Teachers, Families, School Safety Agents</p>		
<p><b>Increase communication and celebration among staff, students, and families/guardians.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue the staff weekly update with announcements, calendars, opportunities, and shout-outs/celebrations.</li> <li><input type="checkbox"/> Produce a student weekly update with announcements, calendars, opportunities, and shout-outs/celebrations.</li> <li><input type="checkbox"/> Produce a parent bi-weekly update with announcements, calendars, opportunities, and shout-outs/celebrations.</li> <li><input type="checkbox"/> Create a “Year Three Accomplishments” page similar to the one we created in years one and two.</li> <li><input type="checkbox"/> Hold at least two luncheons throughout the year to celebrate students meeting and exceeding mastery.</li> <li><input type="checkbox"/> Continue the practice of utilizing hallway space to shout out students and staff members.</li> <li><input type="checkbox"/> Encourage exhibition teams to organize Wednesday time to engage families.</li> <li><input type="checkbox"/> Require 11th grade students to have a parent/guardian present at exhibitions.</li> <li><input type="checkbox"/> Design google form to capture students linked with cool opportunities so we can celebrate when students have one, and iden</li> <li><input type="checkbox"/> Provide flashy flyers, food, and student entertainment at Parent Teacher conferences/ exhibitions to promote attendance.</li> </ul>	<p>Students, Staff, Families</p>	<p>August 2014-June 2015</p>	<p>Various school staff members</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><b>Instructional Resources/Deliverables:</b></p> <ul style="list-style-type: none"> <li>● Five-finger contract posters</li> <li>● Restorative Justice Theory of Action &amp; Due Process</li> <li>● Advisory scope &amp; sequence</li> </ul> <p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>● Referral System</li> <li>● Protocols for Attendance Team</li> </ul>

**Human Resources:**

- Advisors
- Anti-Dean/ additional school admin
- Community Coordinator, Parent Coordinator, Guidance Counselor, Social Workers
- Teachers

**Schedule Adjustments:**

- 65-minutes of daily advisory for every student

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:  
 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  
 Specify a timeframe for mid-point progress monitoring activities.

Mid-point Benchmark & Timeframe:

- Complete 60% of action steps laid out in the action plan by February 2015.

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

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

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

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

### Part 1 – Needs Assessment

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

#### Schoolwide Strengths in regards to Collaborative Teachers (w/ source cited):

- 100% of teachers reported that, “Teachers in my school work together on teams to improve their instructional practice.” (NYC School Survey, 2014-2015)
- Our collaborative staff was selected to be a PROSE school. (NYCDOE, 2014)
- Quality Review Indicator, 4.2, for teacher teams was rated proficient by the Superintendent. (Principal Performance Review, Measures of Leadership Practice, 2013-2014).

#### School-wide Needs in regards to Collaborative Teachers (w/ sources cited):

- Only 92% of teachers report that “Teachers in my school trust each other.” (NYC School Survey, 2014-2015)

### Part 2 – Annual Goal

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

**SMART Goal:** By June 2015, we will expand both the number and the collaborative capacity of our teacher teams. Teams will develop and rigorously pursue their team defined goals related to student achievement, accomplishing at least 80% of the teams’ established goals. From a quality review standpoint, our teacher teams will reflect a proficient or well developed rating.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Expand the number of teacher teams based on a needs assessment of our student achievement data, survey results, and school wide goals. Develop a framework for the teams. <ul style="list-style-type: none"> <li>❑ Review needs assessment data, survey results, and school wide goals to co-determine which additional teams the school needs.</li> </ul>	Teachers	August 2014- January 2015	School leadership

<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a common understanding of the purpose of the team, necessary frequency of the team’s work, the composition of each team, and the structures to elect team leadership and make decisions.</li> <li><input type="checkbox"/> Develop a schedule, elect leaders, and co-create goals within the teams.</li> </ul>			
<p>Build team leader capacity.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create very specific roles, responsibilities, and postings for the various team leaders.</li> <li><input type="checkbox"/> Share the roles, responsibilities, and postings with the teams so they can gauge interest and elect their leader.</li> <li><input type="checkbox"/> Once, team leaders have been elected, meet with team leaders to co-create the team goals, develop mechanisms to track their goals, and plan the scope of the work.</li> <li><input type="checkbox"/> Team leaders review the book, “The Power of Teacher Teams.”</li> <li><input type="checkbox"/> Provide trainings, protocols, and tools to support the team leaders.</li> <li><input type="checkbox"/> Provide non-evaluative observational feedback and ongoing support to team leaders.</li> </ul>	Teachers	August 2014-July 2015	School leadership
<p>Review team progress throughout the year.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School leaders develop mechanisms for both capturing the work and providing feedback on teamwork.</li> <li><input type="checkbox"/> Team leaders upload their agendas, artifacts, and complete team leader reflection form at the end of team meetings.</li> <li><input type="checkbox"/> Team leaders guide team to use data to track their goals.</li> <li><input type="checkbox"/> Team leaders and school admin meet on a regular basis to review the data and discuss progress toward goals.</li> </ul>	Teachers	January 2015- July 2015	Team leaders and school leadership

**Part 4 – Resources Needed**

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

<p>Resources:</p> <ul style="list-style-type: none"> <li>● Budget to compensate additional teacher leader work</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>● Postings for team leaders</li> <li>● Protocols for teams to use to assess their needs and set goals</li> <li>● Protocols for teams to use to make decisions and elect their leaders</li> <li>● A digital form (google survey) to capture team leader reflections</li> </ul>
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**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:  
Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  
Specify a timeframe for mid-point progress monitoring activities.

**Mid-point Benchmark & Time-frame:**  
By February 2015, four different types of teams will be built within the school (exhibition teams, curriculum teams, advisory teams, and a special education team). They will have a schedule, team goals, team leadership, and a processes for tracking their goals.

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

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

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

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

### Part 1 – Needs Assessment

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

#### **Schoolwide Strengths in regards to Effective School Leadership (w/sources cited):**

- The Principal’s Final Rating in 2012-2013 was “Substantially Exceeds.” (Final Rating and Summary, completed by Superintendent Staple, 2012-2013)
- The Principal’s 2013-2014 MOLP (Measures of Leadership Practice Rating) was effective. (PPR Review, Final Rating and Score, 2013-2014)
- 100% of teachers reported that, “The Principal at my school encourages open communication in important school issues.” (NYC School Survey, 2013-2014)
- 100% of teachers reported that they feel supported by their Principal. (NYC School Survey, 2014-2015)
- 100% of teachers reported that they feel supported by their Assistant Principal. (NYC School Survey, 2014-2015)
- 100% of teachers report, “The principal at my school participates in instructional planning with teachers.” (NYC School Survey, 2014-2015)
- 100% of teachers report, The principal makes clear to the staff his or her expectations for meeting instructional goals.” (NYC School Survey, 2014-2015)
- 100% of teachers report, “The principal at my school is an effective manager who makes the school run smoothly.” (NYC School Survey, 2013-2014)
- 100% of teachers report, “The principal at my school understands how children learn.” (NYC School Survey, 2014-2015)

#### **School-wide Needs in regards to Effective School Leadership (w/sources cited):**

- Quality Review Indicator, 1.2, for pedagogy was rated developing by the Superintendent. (*Principal Performance Review, Measures of Leadership Practice, 2013-2014*).
- Only 92% of teachers report that “School Leaders give me regular and helpful feedback about my teaching.” (NYC School Survey, 2014-2015)
- Only 92% of teachers report that, “Overall, my professional development experiences this school year have provided me with content support in my subject area.” (NYC School Survey, 2014-2015)

### Part 2 – Annual Goal

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

SMART: By June 2015, school leaders will have implemented a purposeful professional development plan that is based on frequent observational data (at least once a month), teacher’s professional goals, and ongoing teacher feedback. This will result in alignment between activities outlined in 1.2 and 4.1 of the Quality Review, thus earning a proficient or well developed rating in both areas.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Develop a strategic observational framework. <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a shared vision for observation among the school leadership.</li> <li><input type="checkbox"/> Get a baseline on every teacher's classroom.</li> <li><input type="checkbox"/> Prioritize observational frequency and immediacy based on teachers who 1) are identified as in need of a lot of support or 2) are up for tenure.</li> <li><input type="checkbox"/> Create a calendar that prioritizes classroom observations.</li> </ul>	teachers	Sept-Nov	Principal + 2 APs
Teachers develop professional goals. <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers review their initial feedback and do a self assessment of their strengths and weaknesses.</li> <li><input type="checkbox"/> Teachers generate their professional goals and submit them to school leadership.</li> <li><input type="checkbox"/> Teachers and school leadership discuss and refine the professional goals together.</li> <li><input type="checkbox"/> Teachers and school leadership discuss and track the progress toward professional goals together.</li> </ul>	teachers	Nov-Jan.	Principal + 2 APs
Communicate the vision of teaching and learning at our school regularly. <ul style="list-style-type: none"> <li><input type="checkbox"/> Revisit our instructional values.</li> <li><input type="checkbox"/> Contextualize observational feedback in the vision of teaching and learning at our school.</li> </ul>	teachers	Sept-June	Principal + 2 APs + teacher team leaders
Align professional development needs to observational feedback, teachers' professional goals, and ongoing teacher feedback. <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an initial professional development plan based on what school leaders believe would be high leverage for staff.</li> <li><input type="checkbox"/> Adjust the plan based on the review of observational feedback often, and identify trends in the feedback around specific areas of growth.</li> <li><input type="checkbox"/> Adjust the plan based on the review teachers' professional goals and progress toward goals.</li> <li><input type="checkbox"/> Adjust the plan based on the trends in teacher feedback on the value of professional development on an ongoing basis.</li> <li><input type="checkbox"/> Co-create professional development experiences with teachers and teacher leaders; focusing on sharing best practices and leveraging the varying expertise of our team.</li> </ul>	teachers	Sept-June	Principal + 2 APs + teacher team leaders

**Part 4 – Resources Needed**

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

Resources:

- Developing a professional learning plan book, provided by DOE

Tools:

- Prioritized observation calendar
- Teacher “Reflection on Professional Development” form (google survey)
- Professional goals template and self assessment tool
- Best Practices document/ posters
- Instructional values document/ posters

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:  
 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  
 Specify a timeframe for mid-point progress monitoring activities.

Mid-point Benchmark & Timeframe:  
 By February 2015, school leaders will have conducted at least six cycles of observations (some will be entered in Advance, others will be for formative purposes). Every teacher will have 3-5 professional goals. The school will have multiple versions of the professional development plan, reflecting the adjustments that were made throughout the year so far.

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

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

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

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

### Part 1 – Needs Assessment

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

Schoolwide Strengths in regards to Strong Family and Community Ties (w/ evidence cited):

- “92% of parents are satisfied with the education that their child has received.” (High School Quality Snapshot, 2013-2014)
- Internship Data: 80% of 11th graders have substantial community-based internships. (Self-reported, Assistant Principal collected)
- Selected to be an iZone Ambassador School in 2012-2013, 2013-2014, and 2014-2015 (4K ambassador funds each year).
- Awarded an ESA (Entertainment Software Association) Grant for \$40,000. We have engineers from Google come teach our students about developing Serious Games.
- PROSE (Progressive Redesign Opportunity Schools for Excellence) Grant & Designation (2K + 20K potentially)
- Arts Space Grant---applied for facilities funding associated with refurbishing the campus auditorium and art studios, waiting to hear back (100K).
- Annabel Palma City-council Grant for \$40,000 in technology funding.
- Selected to be an Apple Distinguished School 2013-2015.

Schoolwide Needs in regards to Strong Family and Community Ties (w/ evidence cited):

- Internship Data: 20% of 11th graders do not have substantial community-based internship.

### Part 2 – Annual Goal

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

SMART Goal:

By May 2015, design an internship program to connect at least 90% of students in the 11th grade with a substantial community-based internship to 1) engage students in real world projects that are meaningful to them, 2) connect them with a professional mentor in a field of study of interest to the student, and 3) develop their college and career readiness skills in a real-world context.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust			
<p>Design a framework for the internship program</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a vision for internships among school and teacher leadership.</li> <li><input type="checkbox"/> Design the schedule and teaching assignments so that the internship program has the appropriate organizational resources to flourish.</li> <li><input type="checkbox"/> Develop in-house internship opportunities for students who may not be ready or able to intern elsewhere (due to disabilities or other needs).</li> <li><input type="checkbox"/> Share the vision with the entire school community (students, parents/families, teachers, support staff, etc) through a brochure, an assembly, a summer orientation, summer training, and ongoing conversations.</li> <li><input type="checkbox"/> Create processes and protocols around connecting students with internships.</li> <li><input type="checkbox"/> Develop a digital platform to easily share and organize the processes and protocols.</li> <li><input type="checkbox"/> Assign a member of the school leadership to oversee implementation of the internship program.</li> </ul>	School admin, teacher leaders	June 2014-September 2014	School admin
<p>Provide training to teachers and students in connecting with community-based internship sites.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enlist the support of Big Picture, a real world learning organization.</li> <li><input type="checkbox"/> Identify and develop teacher leadership around internships.</li> <li><input type="checkbox"/> Provide professional development for teachers. Provide curriculum, tools, and practice to teachers.</li> <li><input type="checkbox"/> Provide curriculum, tools, and practice to students.</li> <li><input type="checkbox"/> School leadership: provide ongoing support and observational feedback to the teachers on their implementation of the internship program.</li> </ul>	Teachers and students	June 2014-June 2015	School admin and teacher leaders
<p>Develop curriculum, protocols, and tools to create and track meaningful internship projects.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Co-create a vision for internship projects with teachers, school leaders, and mentors.</li> <li><input type="checkbox"/> Co-create prototypes various rubrics/ success criteria from which to assess the quality of an internship project.</li> <li><input type="checkbox"/> Co-create prototypes various protocols and tools to create and track meaningful internship projects.</li> <li><input type="checkbox"/> Observe how the prototypes work or don't work for teachers, students, and mentors.</li> <li><input type="checkbox"/> Refine the rubrics, tools, and trackers based on the conclusions drawn from observation.</li> </ul>	Teachers, students, and mentors	June 2014-June 2015	School admin and teacher leaders
<p>Communicate and celebrate the internship program.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share the vision with the entire school community (students, parents/families, teachers, support staff, etc) through a brochure, an assembly, a summer orientation, summer</li> </ul>	Teachers, students, parents/families,	August 2014-August 2015	School admin and teacher leaders

<p>training, and ongoing conversations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Host three internship luncheons throughout the school year to celebrate student internships and promote the sharing of internship experiences amongst the students.</li> <li><input type="checkbox"/> Host a school event to celebrate the mentors from the community-based internship sites.</li> <li><input type="checkbox"/> Invite students' mentors and family members to tri-annual exhibitions.</li> </ul>	mentors		
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**Part 4 – Resources Needed**

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

Resources:

- Internship Schedule
- Internship Policy

Tools, protocols, processes:

- Internship Brochure
- Cold call script, call log
- Internship FAQ
- Internship journal
- Internship site information doc
- Internship project proposal
- Internship project rubric
- Expectations for students, mentors, and advisors

Other:

- Special program metro-cards
- Food for luncheons
- Awards for luncheons
- Food for mentor celebration
- Flyer materials for exhibitions

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

Mid-point Benchmark & Timeframe:

By December 1st 2014, at least 75% of 11th grade students will have internships.

By February 2nd 2015, at least 90% of 11th grade students will have internships.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?

x

Yes

No

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy</b> (e.g. repeated readings, interactive writings, etc.)	<b>Method for delivery of service</b> (e.g. small group, one-to-one, tutoring, etc.)	<b>When the service is provided</b> (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Interim progress report data, requests from students or parents, referrals, IEP recommendations	Mastery-based learning--target + personalized feedback, Reading diagnostics & personalized intervention, Graphic organizers, Wilson, Currently exploring the possibility of the Read 180	Varied: reading small group instruction, ELA small group instruction, push-in/pull-out, ICT, afterschool, and Saturday Academy	During School Day Afterschool Saturday Academy
<b>Mathematics</b>	Interim progress report data, requests from students or parents, referrals, IEP recommendations	Mastery-based learning--target + personalized feedback, diagnostics & personalized intervention/study plan	Varied: algebra small group instruction, pre-algebra small group instruction, geometry small group instruction, push-in/pull-out, ICT, afterschool, and Saturday Academy	During School Day Afterschool Saturday Academy
<b>Science</b>	Interim progress report data, requests from students or parents, referrals, IEP recommendations	Mastery-based learning--target + personalized feedback, diagnostics & personalized intervention/study plan	Varied: living environment small group instruction, Coursera, push-in/pull-out, ICT, afterschool, and Saturday Academy	During School Day Afterschool Saturday Academy
<b>Social Studies</b>	Interim progress report data, requests from students or parents, referrals, IEP recommendations	Mastery-based learning--target + personalized feedback, diagnostics & personalized intervention/study plan	Varied: global history small group instruction, United States history small group instruction, push-in/pull-out, ICT, afterschool, and Saturday Academy	During School Day Afterschool Saturday Academy
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interim progress report data, requests from students or parents, referrals, IEP recommendations	Advisory circle, person-centered counseling, resource alignment	Varied: small group, 1-1, advisory	During School Day Afterschool Saturday Academy



## Section 7: Title I Program Information

**Directions:**

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.				
	<b>Schoolwide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>	
				<b>Non-Title I</b>

**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.

**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, teacher peers, 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 at least 2 hour a week to all school 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
- Teachers are encouraged to participate in Network and iZone affinity groups.

**2b. High Quality and Ongoing Professional Development**

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

**Professional Development:**

- Professional development is offered for at least 2 hour a week to all school 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
- Teachers are encouraged to participate in Network and iZone affinity groups.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

We value a personalized approach. All decisions will be made student by student when it comes to resources. 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.

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

**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).

We value a personalized approach. All decisions are made 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.

**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.).

Empty box for describing transition plans.

**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.

**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<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>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. 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.

<sup>2</sup>The **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 School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **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 average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

### Parent Involvement Policy (PIP)

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

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

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

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

- 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 and a Parent Coordinator to serve as a liaison between the school and families.
- Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

The 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;

### **School-Parent Compact (SPC)**

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

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>561</b>
School Name <b>The Bronx Compass High School</b>		

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

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>195</b>	Total number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>5.64%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE										9	2			11
SELECT ONE														0
<b>Total</b>	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	4		1	3		1	4		1	11

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
<b>Total</b>	4	0	1	3	0	1	4	0	1	11
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

## 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
Intermediate(I)										3	0			3
Advanced (A)										5	2			7
Total	<b>0</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>11</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										0	0		

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
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) 9<sup>th</sup> grade  
28% Intermediate (3 students) 9<sup>th</sup> grade  
64% Advanced (7 students) 9<sup>th</sup> grade & 10<sup>th</sup> 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.

## Part IV: ELL Identification Process

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

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

## 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 ( $5 \times 90 = 450$ )

-90-minutes a week of direct ESL in self contained setting ( $90 \times 1 = 90$ )

Intermediate: 360 minutes- 6 hours

-30-minutes a day of pull-out small group ( $30 \times 5 = 150$  minutes)

-280-minutes a week of rotating small group ELA by proficiency level -10<sup>th</sup> grade

-90-minutes a day of push-in,  $3 \times 90\text{-minutes} = 280$  minutes for 9<sup>th</sup> grade

Advanced: 180 minutes-3 hours

-90-minute day, 3 days a week, push-in for 9 and 10<sup>th</sup> 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?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. 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
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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**

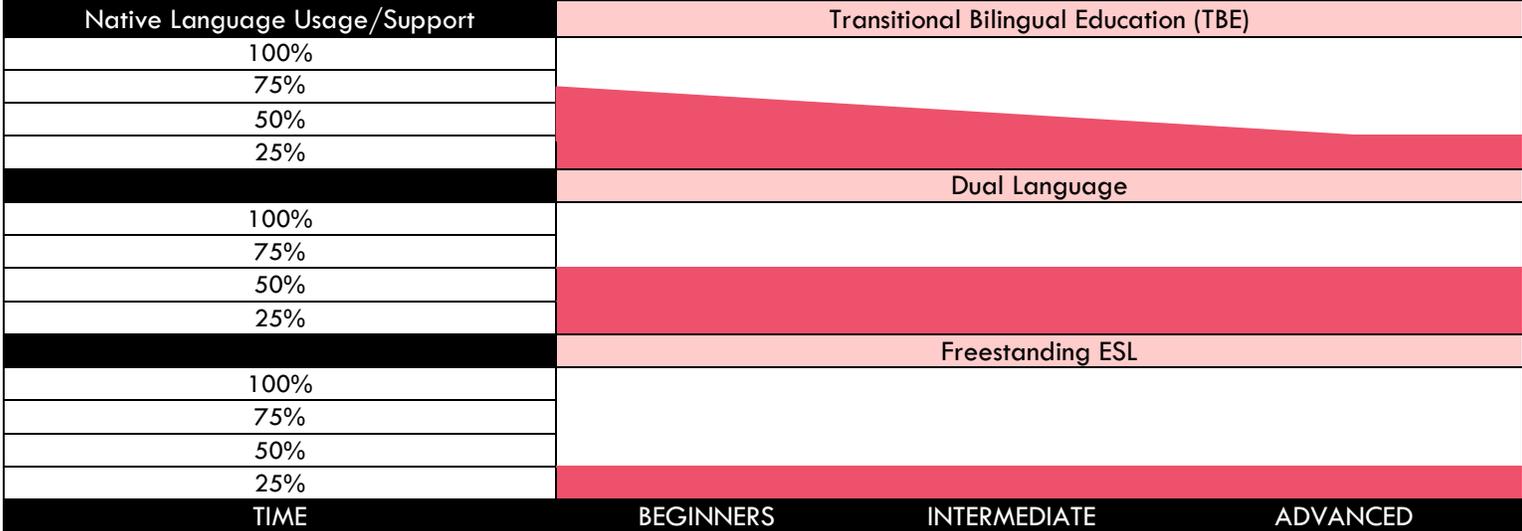
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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 targetted 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 Institute and includes: designing and differentiating for ELLs, scaffolding language, using SIOP strategies 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**

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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

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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.