

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**08X561**

**School Name:**

**BRONX COMPASS HIGH SCHOOL**

**Principal:**

**STACY MCCOY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Bronx Compass High School School Number (DBN): 08X561  
Grades Served: 9-12  
School Address: 1980 Lafayette Ave, Bronx NY 10473  
Phone Number: 718-828-1206 Fax: 718-828-3732  
School Contact Person: Stacy McCoy Email Address: [Smccoy5@Schools.nyc.gov](mailto:Smccoy5@Schools.nyc.gov)  
Principal: Stacy McCoy  
UFT Chapter Leader: Sean Abbott Klafter  
Parents' Association President: Marla Medina  
SLT Chairperson: Jahaira Troche  
Title I Parent Representative (or Parent Advisory Council Chairperson): Lissette Diaz  
Student Representative(s): Duanne Massey  
Violanny Portuondo, Tyler Perez

**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](mailto:Cstaple@Schools.nyc.gov)  
Phone Number: 718-741-5834 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458 or 1230 Zerega Ave, Bronx, NY 10462

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Jruiz2@Schools.nyc.gov

Director's Email Address:

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917-608-0230

Phone Number:

Fax:

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jahaira Troche	*Principal or Designee	
Sean Abbott Klafter	*UFT Chapter Leader or Designee	
Marla Medina	*PA/PTA President or Designated Co-President	
Peggy Orellana	DC 37 Representative (staff), if applicable	
Lisette Diaz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Duanne Massey	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Violanny Portuondo	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	
Christina Carreras	Member/Parent	
Tyler Perez	Member/ Student	
Paul Smith	Member/ Teacher	

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

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

**Mission Statement:** The Bronx Compass High School is a family-oriented community of learners engaged in the design, production, and celebration of our best work. Our mission is to support every learner to discover and pursue a personalized pathway aligned to their unique strengths, interests, and aspirations beyond high school graduation.

**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 high-quality 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, Mastery Collaborative, Software Engineering Pilot, Big Picture Learning

**Special Initiatives:** Apple Distinguished School, Student Led co-op, Arts SPACE grant, Reso A Grant- STEM Lab

**Strengths & Accomplishments:**

- Upholding our mission and vision by honoring every student's unique interests and talents, and linking them with personalized opportunities.
- 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.
- Implementing restorative justice practices rather than punishment-based discipline.
- Creating a cohesive vision of what teaching looks like at Bronx Compass, without dis-empowering 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).

**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)
- Refining systems and structures to personalize learning and support
- Refining our approach to mastery-based curriculum and assessment
- Developing Teacher leadership and team capacity
- Scaling systems of personalization
- Launching and refining student exhibitions
- Launching an internship program

**Areas of focus for this year:**

- Developing our school's capacity to support 1.2-effective teacher pedagogy, across the school

-Developing systems to assess for cognitive engagement across learning experiences (relates to Rigorous Instruction) through the use of artifacts and working portfolios

-Implementing the school culture groups' restorative justice practices.

-Developing and tracking more coherent pathways toward mastery, a.k.a. "progress bars" (by defining and measuring learning target milestones) that allow for acceleration toward mastery.

-Expanding post-secondary planning to include "work-based" coordination as well as internship. (Relates to Strong Family-Community Ties.)"

## 08X561 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11	Total Enrollment	334	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	6	# Drama
# Foreign Language	N/A	# Dance	3	# CTE
				2
School Composition (2013-14)				
% Title I Population	95.8%	% Attendance Rate		83.0%
% Free Lunch	70.8%	% Reduced Lunch		2.1%
% Limited English Proficient	7.2%	% Students with Disabilities		29.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		36.9%
% Hispanic or Latino	56.9%	% Asian or Native Hawaiian/Pacific Islander		1.5%
% White	1.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	5.0%	% Teaching Out of Certification (2013-14)		20.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		2.95
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		30.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	78.5%	% of 2nd year students who earned 10+ credits		89.2%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### **Part 1 – Needs Assessment**

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

#### **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. (
- 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 (
- 97% of students report that the teaching staff at our school believe that all students can do well. (
- 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%.
- “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:
    - o 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 AND Quality Review, 2014-2015)
- 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, 2013-2014)

**Part 2 – Annual Goal**

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

By January 2016 and June 2016, in each core course, 75% of students will have working portfolios that contain at least 10 artifacts of student work products that reflect alignment to Common Core Learning Standards and high levels of cognitive engagement.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>● 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).</li> <li>● Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Collaboratively create a compelling vision for artifacts and working portfolios as evidence of student engagement over time. Engage the house, advisory, and curriculum team leaders as well as students in the design process.	Team Leaders & Students	Between Sept. 2015 and Nov. 2015	Assistant Principals, Principal, Team Leaders
Engage all teachers in creating and maintaining working portfolios for each student in each course.	Teachers	Between Sept. 2015	House Team Leaders

		and Jan. 2016	
Engage all teachers in reviewing working portfolios to reflect on both student-level and class-level learning, as well course curriculum design, feedback to students, and teaching methodology.	Teachers	Nov. 2015 through June 2016	House Team Leaders Advisory Team Leaders Curriculum Team Leaders
Integrate the routine of reviewing working portfolios during Advance Observational rounds and feedback sessions.	A.P.s & Principal	Oct. 2015 through June 2016	Principal
Provide or link teachers with various forms of professional development geared toward building capacity toward 1) the 4 T's- tasks, tools, terms, & terminology 2) student engagement/ high-cognitive engagement, 3) Common Core Learning Standards, and 4) aligned curriculum design.	Teachers	August 2015 through June 2016	Assistant Principals, Principal, Team Leaders
Celebrate student and teacher work through gallery walks and awards.	Students and Teachers	Nov. 2015 through June 2016	Assistant Principals, Principal, Team Leaders
Engage students in the habitual review and reflection of their learning. Engage students in the selection, revision, and exhibition of their best work twice a year---once in January 2016 and once in May 2016.	Students and Advisors	Nov. 2015 through June 2016	Advisors

#### Part 4 – Budget and Resource Alignment

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

We will leverage:

- Materials to make working portfolios (folders, hanging files, storage boxes/cabinets, label makers, label maker tape, batteries)
- Printers, paper, ink
- Scanner, copy machine
- Per diem and per session for professional development activities and team meetings
- Professional development and team time (election day pd, conference day pd, Monday PD, weekly team time)
- Team leader meetings and team time
- Poster printer ink and paper to celebrate
- Awards

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

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

#### Part 5 – Progress Monitoring

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

By the end of February 2016, 75% of students will have working portfolios in each course (except advisory) that contain at least 5 artifacts of student work products that reflect alignment to Common Core Learning Standards and high levels of cognitive.

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

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

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

### **Part 1 – Needs Assessment**

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

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

- School earned “Well Developed” on the School Culture Quality Review Indicator, 1.4.
  - o 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**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2016, 80% of all student referrals submitted by teachers pertaining to behavior will be resolved by employing restorative techniques and practices.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<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>Build capacity around our school’s core values reinforcing The Bronx Community Values: positive attitude, ownership, respect, commitment, and safety.</b></p> <p>Provide professional development in August to the whole staff about developing a positive classroom culture using the Bronx Community values.</p> <p>Print and hang up posters about the Bronx Community Values.</p> <p>Provide observational feedback to teachers on Danielson in 2a and 2b as it pertains to the framework and the Bronx Community values.</p> <p>Ensure through observation that Advisors establish an advisory culture that supports the values.</p>	<p>Teachers</p> <p>Students</p>	<p>July 2015 through January 2016</p>	<p>Restorative Justice Coordinators and Assistant Principal</p>

<p>Create awards and celebrate students, staff members, and parents who exemplify the values.</p>			
<p><b>Further develop the school’s capacity for supporting restorative practices instead of punishment-based discipline.</b></p> <p>Hire additional restorative justice coordinators (2) and deploy school administrators to oversee their work.</p> <p>Refine the school’s theory of action around responding to discipline with due process using community council structures.</p> <p>Track the changes in school’s referral rates based on interventions.</p> <p>Develop a Student Handbook to communicate with students, teachers, and families how Justice Panel and Fairness Council work.</p> <p>Build in restorative justice discussions into the advisory curriculum.</p>	<p>Students, Families, and Teachers</p>	<p>July 2015 through June 2016</p>	<p>Restorative Justice Coordinators and Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

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

**Instructional Resources/Deliverables:**

- Bronx Community Values posters
- Restorative Justice Processes and Structures.

- Advisory Curriculum (lessons, scope & sequence)

**Tools:**

- Restorative Justice protocols
- Peer Mediation and adult mediation protocols
- Town Hall and Celebration protocols and practices.

**Human Resources:**

- Advisors (teachers)
- Restorative Justice Coordinators (2), Assistant Principal
- Classroom teachers
- Student Mediators

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, 50% of all student referrals submitted by teachers pertaining to behavior will be resolved by employing restorative techniques and practices.

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

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

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

### Part 1 – Needs Assessment

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

#### **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. (
- 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

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

By June 2016, at least 75% of students served in each house, grade, and discipline will meet their learning targets and earn at least 5.5 credits each semester.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>All teachers will engage in weekly House Teams. House teams:</b></p> <p>Discuss and share best practices around supporting students (specifically instructional or behavioral moves) within their house</p> <p>Engage in Kid Talks to create personalized supports for struggling students in their house</p> <p>Create and monitor an Intervention System for their House</p> <p>Monitor, track, and report student progress in their house</p> <p>Communicate concerns/progress to students, advisors, and students' families.</p> <p>Celebrate students in their house.</p>	<p>Teacher Teams and Students</p>	<p>August 2015 through June 2016</p>	<p>Team Leader</p>
<p><b>All teachers will engage in weekly Advisory Teams:</b></p> <p>Discuss and share best practices around supporting students (specifically guidance, behavioral, and/or academic coaching moves related toward progress toward graduation and internship/ Interest Based Modules / personalized opportunities) in their Advisory grade teams.</p> <p>Interface with the House Teachers to learn about how their advisees are doing across their coursework.</p> <p>Build time into their advisory sessions for students to check Haiku, discuss their strengths/concerns, and collaborate on the learning plans with Advisor.</p> <p>Develop advisory grade team town halls where key information is communicated to students.</p>	<p>Teachers Teams and Students</p>	<p>August 2015 through June 2016</p>	<p>Team Leader</p>

<p><b>All teachers will engage in cycles of Curriculum Teams. Curriculum Teams:</b></p> <p>Discuss and share best practices around supporting students (specifically instructional moves) within their discipline-related courses.</p> <p>Engage in "Looking At Student Work" protocols to design and refine curriculum to ensure horizontally and vertically aligned curriculum that is rigorous, inclusive, and engaging to students.</p> <p>Celebrate and showcase both student work and specific teacher work in terms of curriculum.</p>	Teacher Teams and Students	August 2015 through June 2016	Team Leader
Team Leaders will reflect at the end of each meeting to share out key take-aways (ideas/needs/concerns) and report out on specific data points as they relate to the goals.	Team Leaders	August 2015 through June 2016	Assistant Principal and Principal
<p><b>Team Leaders will meet bi-weekly with the Principal and/or Assistant Principals to collaborate on the progress and needs of teams and team leaders.</b></p>	Team Leaders	August 2015 through June 2016	Principal
<p><b>Assistant Principals and Principal will collaborate with individual teachers during "checkpoints" through the year to cite, discuss, and develop action steps as they relate to class-level, sub-group, and individual student-level data. This data will be utilized to better contextualize both planning and preparedness as well instructional moves the teacher makes in the classroom.</b></p>	Teachers	August 2015 through June 2016	Assistant Principal and Principal

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>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 <ul style="list-style-type: none"> <li>● A digital form (google survey) to capture team leader reflections</li> </ul> </li> </ul>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

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

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

After November 19th 2016, and then again after March 10th, house teams, advisory teams, and curriculum team data will be reviewed against the "75% of students" target. Teams that are less than the "75% target" will work with their team leader and assistant principal/principal to revise the action plan in order to meet the goal by February and June respectively.

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

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

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

### **Part 1 – Needs Assessment**

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

#### **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**

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

By June 2016, school leaders, team leaders, and teachers will effectively collaborate around observational data patterns, curriculum review, and student data to promote effective school-wide resource alignment . Through these efforts, we will increase by 10% both the number of students sitting for each targeted Regents exam, and the number of students passing targeted Regents exam (in CCLS ELA, U.S. History, Earth Science, Living Environment, CCLS Algebra, and CCLS Geometry).

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School leaders and teachers of courses that culminate in a Regents will conduct their "checkpoints," strategically in order to maximize making decisions around student-level needs and school-level systems and structures to effectively align resources.</p> <ol style="list-style-type: none"> <li>1. before, during, and after-school preparation options</li> <li>2. effective communication around Intervention</li> <li>3. parent outreach (at parent teacher and through the mail)</li> <li>4. poster campaign (hallways counting down)</li> </ol>	<p>Students in Regents courses,  Teachers</p>	<p>Nov. 2015-June 2015</p>	<p>Teachers of Regents courses and Assistant Principals/Principal</p>
<p>Teachers will collaborate with their curriculum team leaders to ensure that their course curriculum aligns to the rigor and expectations of the actual exams tested in:</p>	<p>Teachers</p>	<p>Nov. 2015-June 2015</p>	<p>Curriculum Team Leaders Assistant Principals/ Principal</p>

1. content			
2. format			
3. test specific language on the Regents			
School leaders and curriculum team leaders will collaborate with teachers of courses that culminate in a Regents in their discipline to:  1. verify rosters for specific exams  2. develop personalized preparation plans  3. communicate expectations to students and families about testing and preparation.	Students  Families  Teachers  Advisors  Parent Coordinator	Nov. 2015-June 2015	Curriculum Team Leaders, Assistant Principals/ Principal
School support staff will collaborate with school leadership and teachers to ensure that on the day of the test, students have access to:  1. water, snacks, and a calm testing environment.  2. well trained proctors	Students  Teachers  School Support Staff	On testing days	Assistant Principal/ Principal
School leaders, curriculum team leaders, and teachers will engage in reflective planning sessions following Regents administration to review relevant data and action plan for future exam administrations. Relevant data includes:  1. Which course curriculum and instructional approaches resulted in the greatest success in each of the targeted Regents exams? What are the limitations of this data (i.e. what factors might interfere with our understanding?)  2. Which standards did students/subgroups across the school do well on? What are the limitations of this data (i.e. what factors might interfere with our understanding?)  3. Which standards did students/ subgroups across the school struggle with? What are the limitations of this data (i.e. what factors might interfere with our understanding?)  4. which results were the most surprising? How do we explain these results? What are the limitations of this data (i.e. what factors might interfere with our understanding?)	Teachers and Student sub-groups	After each test administration	Curriculum Team Leaders, Assistant Principals/ Principal

**Part 4 – Budget and Resource Alignment**

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

Tools: Protocols for the "checkpoints"

- Curriculum Teams and Curriculum Team Leaders
- Training for Curriculum Team Leaders
- Time for Curriculum Teams
- Observation calendars
- Comparative Student Regents Data (baseline and then each test)

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

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

**Part 5 – Progress Monitoring**

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

By January 2016, school leaders, team leaders, and teachers will effectively collaborate around observational data patterns, curriculum review, and student data to promote effective school-wide resource alignment . Through these efforts, we will increase by no less than 5% both the number of students sitting for each targeted Regents exam, and the number of students passing targeted Regents exam (in CCLS ELA, U.S. History, Earth Science, Living Environment, CCLS Algebra, and CCLS Geometry).

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

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

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

### Part 1 – Needs Assessment

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

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

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

By May of 2016, grow an internship program to connect at least 85% of students in the 11th and 12th grade with a substantial work-based learning and internship program.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<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>Big Picture Learning will provide weekly support and professional development in real world project development and provide individual and small group coaching to teachers.</p>	<p>11<sup>th</sup> &amp; 12<sup>th</sup> grade advisors</p>	<p>Sept. 2015 to January 2015</p>	<p>Dana from Big Picture Learning</p>
<p>We will train and provide space for a work-based learning coordinator to support the growth of our internship/work-based learning program. The WBL will share an office with and work closely with the special education coordinator to ensure that all IEP students are appropriately placed.</p>	<p>11<sup>th</sup> &amp; 12<sup>th</sup> grade advisors</p>	<p>2015-2016 School year</p>	<p>WBL Coordinator, special education coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will use the Title I SWP money to contract professional development services from Big Picture Learning. Dedicate one staff person to be a work-based coordinator for half their time. We will adjust the school-wide schedule to maximize student opportunities for work-based learning.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By December 15, 2015, 70% of 11th and 12th graders will have a substantial work-based learning or internship experience.</p>

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<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	Mastery-based learning--target + personalized feedback, diagnostics	Varied: global history small group instruction, United States history small	During School Day  Afterschool

	parents, referrals, IEP recommendations	& personalized intervention/study plan	group instruction, push-in/pull-out, ICT, afterschool, and Saturday Academy	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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</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.
<p><b>Recruitment strategies:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Teachers are hired based on their desire to work in an innovative school that partner with students in the learning process.</li> </ul> <p><b>Retention strategies:</b></p> <ul style="list-style-type: none"> <li>• Teachers are connected with personalized opportunities to lead and participate in projects based on their strengths, needs, and interests.</li> <li>• Teachers have access to regular coaching from school administrators, teacher peers, and external partners.</li> <li>• Teachers are connected with professional development opportunities that align with their areas of interest or areas in need of growth.</li> <li>• Teachers are treated with respect and dignity at all times.</li> <li>• Teachers have a voice and role in school leadership.</li> </ul> <p><b>Teacher assignments:</b></p> <ul style="list-style-type: none"> <li>• Teachers input into their assignments will be honored as much as possible.</li> </ul>

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

- 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 N/a
- 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.

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

N/A

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

We value teacher, student, and parent voices in our varied assessment method. Throughout the school year the various groups collaborate around selecting, utilizing, and adjusting assessments. In addition, a MOSL selection committee comprised of teachers and school administrators discuss and collaboratively determine the MOSL assessments to be utilized.

**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, 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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	210,583	x	Section 1, 2, 3, 4, & 5
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	11,200	x	Section 2, 3, 4, & 5
Title III, Immigrant	Federal	n/a		

Tax Levy (FSF)	Local	3,282,441	x	Section 1, 2, 3, 4, & 5
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**<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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

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

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

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

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#### **Parent Involvement Policy (PIP) Template**

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) Template**

**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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Bronx Compass HS</u>	DBN: <u>08X561</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>4</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

- We offer a variety of supports before and after school for English Language Learners. Since we have a small ELL population in the school, around 35 students, we are able to invite all of the ELL students to participate in our Open Lab courses, our Club Season, and our Online courses with office hours.

- We have Open Lab, Tuesday through Thursday, 2:45pm-4:00pm. (3 sessions a week after school). We have Open Lab, 7:35am-8:10am every morning, Monday through Friday. (5 sessions a week before school)

- Open Lab includes opportunities for students to work with their teachers individually or in small groups and use school computers and supplies to progress toward mastery in their learning targets.

- Instructional strategies implemented:

-Frayers Model with vocabulary

-Task Analysis (what is the task asking you to do?)

-Chunking (how to break tasks down into smaller "chunks" or action steps)

-Annotation as a reading strategy

-Test taking strategies

-Providing sentence starters and graphic organizers

-Building background knowledge through video and media

-Reading aloud to build fluency

-Glossaries and translation tools in multiple languages

- Across classrooms we promote student choice and provide rich, engaging tasks that require students to utilize language to express themselves in work they find interesting and meaningful.

- The Open Lab is staffed by a variety of teachers with differing license areas. License areas include: ELA, Math, Social Studies, Biology, Chemistry, Art, Music, ENL, and Special Education. Certified ENL teacher supports students with content during instruction by using the strategies listed above.

- All students, grades 9 to 12 are eligible for the Open Lab experience both before school and after school.

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: \_\_\_\_\_ We offer professional development to all teachers based on need. Teachers that have shown to be successful with ELL students provide training and support to other teachers both after school and during "Lunch & Learns." School administration and outside consultants through Big Picture Learning also provide professional development. The Title III PD will support participating teachers in implementing instructional strategies that benefit our ENL students  
Instructional strategies implemented:  
-Frayers Model with vocabulary  
-Task Analysis (what is the task asking you to do?)  
-Chunking (how to break tasks down into smaller "chunks" or action steps)  
-Annotation as a reading strategy  
-Test taking strategies  
-Providing sentence starters and graphic organizers  
-Building background knowledge though video and media  
-Reading aloud to build fluency  
-Glossaries and translation tools in multiple languages  
\_\_\_\_\_

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ We host a variety of activities at the school including showcase nights, family nights, game days, financial aid trainings, college application trainings, special education trainings, and parent teacher conferences. We pay staff members who are fluent in multiple languages to assist in outreach and meetings with parents beyond the regularly scheduled work day.

### Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

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

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 08X561      School Name: The Bronx Compass**  
**Superintendent: Carron Staple**

**Before you begin, please check the following:**

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

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

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

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

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 80%, Bengali - 6%, French - 6%, Arabic - 3.0%; Other - 5%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others.

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic, Bengali, French, Haitian-Creole, and Spanish including:

- a. Special events (Holiday Showcase, Spring Showcase )
- b. Letters of concern about students' academic performance and behavior
- c. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school .

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

Spanish  
Arabic

## **Part B: Creating a Communications Calendar**

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

- a. Special events (Holiday Showcase, Spring Showcase)
- b. Letters of concern about students' academic performance and behavior
- c. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips,
- d. FAQs about school policy, which they receive upon admitting their child to our school

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

We hold monthly PA meetings, as well as monthly SLT meetings. Additionally, our Parent Coordinator makes daily outreach to families in regards to communication about school events, individual student issues, etc. Our guidance counselors regularly reach out to families in regards to individual students' academic progress towards graduation. Our Dean and Social worker additionally make calls to families and meet face-to-face.

Teachers are expected to maintain regular communication with families regarding students' progress. Our Community Assistant and Attendance Teacher make daily phone calls in regards to absence.

## **Part C: Providing Language Assistance Services**

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

Because we have identified the need to have written services for students and their families based on the Home Language identification Survey, we are looking to hire more bilingual and trilingual staff. We

have many staff currently that speak Spanish and English.

Our social-emotional support team also uses the NYCDOE internal translation and interpretation unit for three-way calling with students' families for conferencing when necessary.

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

Because we have identified the need to have interpretation services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night, Parent Association Meetings, SLT meetings and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school

Our social-emotional support team also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

#### **Part D: Training Staff on Policies and Procedures**

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

Our Social Emotional Learning Team, including our Parent Coordinator, will provide training for staff on the use of translation services.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Chancellor's Regulation A-663 is a directive on the responsibility that our school system is committed to for the opportunity of equal access to all rights, opportunity, information, and participation of LEP parents

in our school. A parent will never be denied access to opportunities afforded their families, or to children enrolled at our school. As a result of these regulations, we have developed systems that will meet the needs of parents of ELLs who speak the predominant second language, Spanish and less prevalent languages represented in our school, such as French, Bengali, and Arabic.

Additionally, Item B of Section VII in the Chancellor's Regulations relates to the conspicuous posting of DOE covered languages for translation. This appears upon entry to the school near the Security Desk. The school's safety plan provides that parents who need to communicate with the school, does so in their home language. This is determined via the Parents Preferred Language Form, which is available as part of the Family Resources through the Office of ELLs.

All school based and consultant agencies will be utilized to this end, including community based organizations that will be instrumental in meeting the language needs of our parents.

### **Part F: Monitoring and Quality Control**

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

Surveys will be given and feedback solicited during monthly PA meetings regarding the quality and availability of interpretation services and of key documents translated into home languages.