



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BRONX ENVISION ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X511

PRINCIPAL: EMILY SHU **EMAIL:** ESHU@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Emily Shu	*Principal or Designee	
Christine Pallotta	*UFT Chapter Leader or Designee	
Acquinetta Howell	*PA/PTA President or Designated Co-President	
Daniel Brink	Staff	
Jason Marrero	DC 37 Representative, if applicable	
Bierina Nicasio	Student Representative	
Juan Mercado	Student Representative	
Abbee Bourret	SLT Chair	
Joey Vasquez	Parent	
Lisa Buchanan	Parent	
Julie Duran	Parent	
Kay Bailey Williams	Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, eighty-five percent of ninth and tenth grade students will successfully complete eight units of study (two units in math, English, science, and history) aligned to ninth/tenth grade Common Core Learning Standards expectations, as evidenced by portfolio roundtable reviews.

Comprehensive needs assessment

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

The majority of Bronx Envision Academy's 155 ninth and tenth grade students entered high school with eighth grade scores below proficiency in English Language Arts (ELA) and mathematics, according to current New York State standards.

Of those with eighth grade scores available, seventy-eight percent earned scores of 1 or 2 on the New York State ELA examination and sixty-one percent earned scores of 1 or 2 on the New York State mathematics examination.

According to ARIS, of 34 students with IEPs, three percent were proficient in ELA and six percent were proficient in mathematics.

According to ARIS, of 17 English Language Learner students, zero percent were proficient in ELA and zero percent were proficient in mathematics. Of 56 overage students, 42 have eighth grade scores available. Two percent of these students were proficient in ELA and seventeen percent were proficient in mathematics.

Bronx Envision Academy endeavors to prepare all students, including those who began high school scoring below proficiency on state exams, to graduate prepared for success in college and careers,.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

In collaboration with our partner organization, the Institute for Student Achievement (ISA):

- **Our English teachers will meet on a weekly basis with an instructional coach from our school partner the Institute for Student Achievement to plan curriculum, reflect on instructional practices, analyze student writing, implement and analyze interim assessment data, and develop units of study aligned to the Common Core Learning Standards.**
- **Our mathematics and science teachers will meet on a bi-weekly basis with an instructional coach from our school partner the Institute for Student Achievement to plan curriculum, reflect on instructional practice, analyze student work, and develop units of study aligned to the Common Core Learning Standards.**

- **A literacy coach will collaborate with our English, special education, physical education, Spanish, and English as a Second Language teacher and develop professional development opportunities for the full faculty to support literacy development across the curriculum.**
 - **Principal will support the English and English as a Second Language and mathematics teachers in implementing the CCLS aligned task and developing an inquiry team to grade and analyze student achievement data from the task.**
 - **Three teachers will attend up to three workshops provided by Children First Network 404 (Malika Bibbs) specifically addressing the creation of units of study aligned to the CCLS. Funding from Race to the Top grant will support after school meetings and professional development workshops.**
 - **Instructional faculty will engage in an inquiry cycle of peer-reviewing curriculum planning documents, classroom intervisitation, and analysis of student work. A key component of this work is the “Project Workshop” where teachers workshop units of study six times per year in faculty meetings.**
 - **Teachers, with the support of principal, network coach, and ISA coaches, will develop academic intervention courses for ninth and tenth grade Integrated Algebra, ninth grade Living Environment, and ninth grade reading to support students in successfully completing Common Core aligned units of study. Teachers will utilize iLearn platform and technology to support students with blended learning opportunities in Living Environment.**
- b) key personnel and other resources used to implement these strategies/activities,
- **Full faculty will meet for one and a half hours on a weekly basis.**
 - **ISA coach and principal will support weekly staff meetings, curriculum planning meetings, and coaching sessions with Bronx Envision Academy teachers.**
 - **Network instructional and achievement coaches, ISA coaches, Teachers College NCREST staff, and Bronx Envision’s teacher data specialist and ninth and tenth grade team leaders will support task design, implementation, and assessment of students’ progress.**
 - **Principal will monitor progress through reviewing portfolios of curriculum documents and student work with Instructional Leads observing instructional practice, and conducting weekly meetings with ISA coach.**
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- **Teacher data specialist and grade team leaders will utilize feedback protocols to gather input from teachers,**
 - **Teachers will design, implement, and assess units of study,**
 - **Teacher data specialist, ISA coach, network coach, and NCREST staff will provide data and support for data analysis to support teacher inquiry teams.**
- d) Timeline for implementation:
- **Teachers will attend weekly meetings throughout the school year. (September 2012 – June 2013)**
 - **Teachers will attend ISA professional development in the summer, beginning the planning process for CCLS-aligned curriculum. (August 2012 – June 2013)**
 - **Teachers will implement and assess student performance on CCLS-aligned units of study and performance tasks by June 2013. (October 2012 – June 2013)**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
- **Schedule additional parent meetings, e.g., curriculum night meetings, parent social meetings, and workshops, 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;**
- **Hold an annual Title I Parent Curriculum Night Conference;**
- **Host educational family events/activities during Parent-Teacher Conferences and throughout the school year;**
- **Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;**
- **Welcome parents to participate in portfolio roundtable reviews;**
- **Communicate regularly with parents to share student progress (through JupiterGrades online gradebook updates, six progress reports, six report cards, mailings and phone messenger alerts.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III Grants Other

If other is selected describe here:

Coaching personnel funded through partner the Institute for Student Achievement.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

CFN 404 and Institute for Student Achievement coaching will support school staff in meeting this goal. In addition, Race to the Top grant programs supporting professional development, Citywide Instructional Expectations, and data analysis will be coordinated with the school-based professional development activities. Teacher and staff salaries funded through TL FSF and Title I, and Title I per session for after school and Saturday academic intervention. STH funding provides school supplies for students in temporary housing. Race to the Top professional development funds (grant) support teacher training in project-based learning through partnerships with organizations BRIC Contemporary Art and Community Word Project. iLearn (grant) program provides support with both professional development, online subscriptions, and hardware.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, school-wide attendance will improve by 2% as measured in the school's Annual Attendance Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **Bronx Envision Academy's 2011-2012 attendance rate was 86%.**
- **Of 62 new ninth grade Bronx Envision Academy students who attended New York City public middle schools in eighth grade, 7 (11%) have attendance rates lower than 75% for the 2011-2012 school year.**
- **Low attendance significantly impacts student achievement, credit accumulation, and grade promotion.**
- **We will endeavor to reduce the number of students with attendance rates below 75%.**
- **While the current year-to-date attendance rate at Bronx Envision Academy (87.2%) outpaces District 12 schools (83.1%), we recognize the need to continue to enhance attendance intervention efforts to ensure that our current students attend school regularly.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - **An attendance team will meet weekly, chaired by the school social worker.**
 - **Attendance team members will identify students struggling with attendance, refer cases to the network attendance teacher, and provide personal outreach to families of students with low attendance rates and students who are frequently late for school.**
 - **School secretary will coordinate automated phone calls to wake up students who are frequently late for school and to notify families when students are either late or absent.**
 - **Teachers will review period attendance data to confirm that students attended all classes.**
 - **Advisors will reach out to families of students who are absent for multiple days or who fail to attend all classes while marked present for the day.**
 - **Attendance team will coordinate attendance awards and raffles to encourage good attendance.**
 - **Grade teams will review latenesses and absences weekly and make follow-up phone calls.**
 - **School will implement BEA Bucks, a Positive Behavior Intervention Program that creates incentives for excellent attendance.**
 - **School secretary and school social worker will identify students struggling with attendance and punctuality, checking in with them daily by providing them with round-trip rather than semester-long metrocards.**
 - b) key personnel and other resources used to implement these strategies/activities,
 - **School social worker, assistant principal, community associate, a teacher, and the school secretary participate in the attendance committee.**
 - **Ten school teachers serve as advisors who reach out to families regarding attendance.**

- **Attendance teacher assigned from CFN 404 will conduct outreach home visits for students with open 407 cases.**
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - **Teachers provide input about students via referrals to the attendance team and through Kid-talk protocols in grade level teams.**
 - **Teachers also analyze student achievement data (for example, scholarship reports, DY0 assessment data) to assess the effectiveness of attendance intervention strategies.**
 - **Teachers serve on the incentives committee to identify new strategies to support strong attendance.**
 - d) timeline for implementation.
 - **Fall 2012: Formation of Attendance Team**
 - **Fall 2012: Identification of Students through Data Review**
 - **Fall 2012: Implementation of automated phone dialing services for family outreach**
 - **Winter 2013: Implementation of award and raffle system**
 - **Winter 2013: Mid-year Review of attendance team efforts**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Maintain a Community Associate to serve as a liaison between Bronx Envision Academy and families. The Community Associate will also maintain a log of events and activities planned for parents each month and file a report with the central office;**
- **schedule additional parent meetings, e.g., curriculum night meetings, parent social meetings, and workshops, 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 invite parents to provide suggestions;**
- **provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress, including probable failure notices, progress reports, attendance reports, and access to up-to-date grades through Jupiter Grades;**
- **maintain a school website designed to keep parents informed about school activities and student progress;**
- **provide regular written communication between /teacher and the home in a format (such as JupiterGrades, telephone calls, letters, and text messages), and to the extent practicable in the languages that parents can understand.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants X Other

If other is selected describe here:

Partner organization The Institute for Student Achievement provides funding for the school's independent website and additional funds for parent involvement activities.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **With the support of the school nutrition program, we provide breakfast in the classroom and universal free lunch for students.**
- **TL OTPS: provide incentives for awards and raffles,**
- **FSF: Salaries for principal, teachers, and staff.**
- **Title I STH: Necessary school supplies provided for students in temporary housing.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, 90% of students will earn a passing grade in advisory, as evidenced in the STARS scholarship report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **Bronx Envision's first two classes hail from over 50 different middle schools with different school environments and school cultures.**
- **As a new school, Bronx Envision seeks to develop norms, procedures, and systems to enable all students to achieve at a high level and to prevent any students from falling through the cracks in a new and unfamiliar community.**
- **To promote strong parent communication and to ensure that all students have an opportunity to develop a strong relationship with an adult in the school, Bronx Envision Academy's faculty seeks to create a caring community in small group advisories.**
- **The majority of Bronx Envision Academy's 155 ninth and tenth grade students entered high school with eighth grade scores below proficiency in English Language Arts (ELA) and mathematics, according to current New York State standards, demonstrating the need for strong support for students with skill-building, goal-setting, and monitoring personal progress.**
- **Advisory provides opportunities for students to set goals and track their progress toward meeting graduation and college and career readiness standards.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the
- **Formalize a communication system where advisors serve as primary point people for families, including parent-teacher conferences, minor disciplinary infractions, awards and recognition, and guidance concerns.**
- **Utilize grade team structure to support development of curriculum and processes for communicating with families about student progress.**
- **Ten teachers will serve as advisors for four teaching periods per week.**
- **Partner organization, the Institute for Student Achievement, will provide a curriculum coach to support development of advisory curriculum and sharing of student work.**
- **Grade team leaders and school social worker will support development of advisory curriculum and provide support for implementing social development lessons.**
- **Administrative staff (including social worker, community associate, and principal) will support implementation of advisory curriculum, identification of resources, and communication with families.**

strategies/activities,

- **Over the summer, teachers participated in at least two advisory curriculum planning workshops.**
- **Committees (including social worker, coach, and teachers) develop each unit of study and the project/culminating assessment for each unit.**
- **Regular (at least monthly) check-ins during grade level inquiry team meetings to share progress, ideas, and concerns.**

d) timeline for implementation.

- **Teachers met in June, July, and August to plan advisory units.**
- **Teachers designed themes and created course descriptions in August.**
- **Advisors met with parents in October.**
- **Advisories will continue to share projects each marking period.**
- **Teacher committees will continue to design curriculum in advance of the next units of study.**
- **Grade level inquiry teams will continue regular (at least monthly) check-ins.**
- **Advisors will coordinate portfolio roundtables twice yearly (January and June).**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Maintain a Community Associate to serve as a liaison between Bronx Envision Academy and families. The Community Associate will also maintain a log of events and activities planned for parents each month and file a report with the central office;**
- **schedule additional parent meetings, e.g., curriculum night meetings, parent social meetings, and workshops, 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 invite parents to provide suggestions;**
- **provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress, including probable failure notices, progress reports, attendance reports, and access to up-to-date grades through Jupiter Grades;**
- **maintain a school website designed to keep parents informed about school activities and student progress;**
- **provide regular written communication between /teacher and the home in a format (such as JupiterGrades, telephone calls, letters, and text messages), and to the extent practicable in the languages that parents can understand.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Coaching personnel and summer professional development opportunities funded through partner the Institute for Student Achievement.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Advisors will identify local cultural resources to extend advisory learning (for example, Children's Aid Society's health clinic tour)

Partnership with non-profit Institute for Student Achievement will support advisory program development through coaching, planning sessions, and professional development workshops.

Other funding sources include:

- **FSF Funds: Teacher, Social Worker, Principal, and Community Associate Salaries**
- **Tax Levy OTPS Funds: JupiterGrades Communication and Grading System, Automated Dialing System**
- **RttT Funds: teacher per session for inquiry team work**
- **Title III funds: translation/interpretation for Spanish-speaking families and partial ESL teacher/advisor salary.**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By August 2013, all students will demonstrate progress toward college and career readiness as measured by an 85% passing rate in English and Mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **Bronx Envision Academy, as a second year school with freshmen and sophomores, does not yet have graduation or college enrollment or persistence data. To prepare all students to meet graduation requirements and college-ready standards, Bronx Envision Academy endeavors to support students in successfully completing rigorous coursework in English and mathematics.**
- **In first semester, eighty-six percent of Bronx Envision Academy's students earned a passing grade in English core courses and eighty-three percent earned a passing grade in mathematics core courses.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
- **To support students who are struggling, all teachers provide small group instruction and individualized support in "lunch clubs" and after school "office hours" sessions.**
- **Special education teachers support students with IEPs in English, mathematics, science, and history.**
- **An English as a Second Language teacher provides push-in and pull-out instruction three periods per day for beginner students, twice per day for intermediate students, and once per day for advanced students.**
- **Ten teachers serve as advisors to a small group (no more than 17 students) four periods per week, providing academic, study-skill, and social development support for all students.**
- **In all classes, teachers incorporate reading and writing to support literacy development.**
- **In mathematics and science, teachers have identified cross-curricular connections to support numeracy skill development.**
- **In mathematics and science, visual artists have collaborated with classroom teachers to develop arts-integrated units of study to provide new avenues for student success.**
- **In English class, artists have collaborated with classroom teachers to develop arts-integrated units of study to provide new avenues for student success.**
- **Principal will monitor these activities through reviewing scholarship data, observing instruction, and through department and grade-level meetings with teachers.**
- b) key personnel and other resources used to implement these strategies/activities,

School-based staff (teachers, social worker, community associate, secretary and principal), Institute for Student Achievement curriculum and mathematics content coaches, CFN 404 instructional coaches, teaching artists from partner organizations BRIC Contemporary Art and Community Word

Project will collaborate to implement these strategies.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- **Coaching from Institute for Student Achievement and CFN 404 support teachers in designing curriculum and implementing instructional strategies to support struggling learners.**
- **Teacher led inquiry and data teams analyze student data to identify students who are struggling and areas in the curriculum where students need additional support.**
- **Principal conducts observations and collaborates with inquiry, data, and grade level teams.**
- d) timeline for implementation.
- **Summer 2012: Teachers began designing curriculum to support diverse learners in professional development workshops.**
- **Fall 2012: Math and English teachers implemented DYO baseline assessments**
- **Each Marking Period: All teachers will analyze scholarship data**
- **Ongoing: Grade level team conducts Kid-talk protocols to identify strategies to support students who are struggling.**
- **Ongoing: Lunch clubs (at least one per week for all teachers) and after school academic help (three days per week throughout the year with additional sessions in January, May, and June to prepare for examinations and final projects)**
- **Winter 2011: Math and English teachers will implement DYO interim assessments and begin work with data team to analyze student performance and identify strategies to support students in danger of failing.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Jupiter Grades**
- **Parent Teacher Conferences**
- **Parent meetings**
- **Curriculum night**
- **Website**
- **Probable failure letters and progress reports**
- **Advisory**
- **Academic Awards Events**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Coaching personnel and summer professional development opportunities funded through partner the Institute for Student Achievement.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

CFN 404 and Institute for Student Achievement coaching will support school staff in meeting this goal.

In addition, Race to the Top programs supporting professional development, city-wide instructional expectations, and data analysis will be coordinated with the school-based professional development activities.

Additional funding sources will support this goal:

- **Title I: Teacher salaries**
- **FSF: Teacher salaries**
- **NYSTL funds: textbooks and resources**
- **Data Specialist funds: data team and inquiry team work (per session)**
- **DYO funds: data team and inquiry team work (per session)**
- **RttT: professional development supporting assessments**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Individualized support	Tutoring Office Hours Support	During and After School After School
Mathematics	Individualized support	Small group instruction (additional algebra course for targeted tenth graders) Tutoring Office Hours Support	During the school day During and After School After School
Science	Individualized support, Study Island and online support (via iLearn)	Tutoring Office Hours Support	During and After School After School
Social Studies	Individualized support	Tutoring Office Hours Support	During and After School After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling (social worker)	One-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- **Attendance at hiring fairs.**
- **Development of hiring committee that includes current faculty and staff.**
- **Development of consistent interview and hiring process (rubrics for reviewing resumes and curriculum documents, development of interview protocols, and system for demonstration lessons and ways to incorporate student feedback)**
- **Web based recruitment for job openings (including the Department of Education's New Teacher Finder and independent online employment sites).**
- **Outreach to local universities' career offices.**
- **Emphasis on teacher collaboration, grade level teams, curriculum development support, leadership opportunities, creation of elective classes.**
- **Additional training and professional development opportunities through partner organizations Institute for Student Achievement, BRIC**
- **Contemporary Art, Visual Thinking Strategies, and Community Word Project.**
- **Staff participation in school based decision making process, including hiring committee.**
- **Identification of independent and Department of Education-sponsored professional development opportunities.**
- **Use of Race to the Top funds to support teacher professional development activities.**

PARENT INVOLVEMENT POLICY (PIP)

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

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

To increase and improve parent involvement and school quality, Bronx Envision Academy 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;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Community Associate to serve as a liaison between Bronx Envision Academy and families. The community associate will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, New School Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting 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., curriculum night meetings, parent social meetings, and workshops, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

Bronx Envision Academy will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Night Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting performances and events for families;
- establishing a Parent Resource Area in the main office;
- encouraging more parents to become trained school volunteers by welcoming parents to participate in portfolio roundtable reviews;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress, including probable failure notices, access to up-to-date grades through Jupiter Grades;
- developing a school website designed to keep parents informed about school activities and student progress;
- providing regular written communication between /teacher and the home in a format (such as JupiterGrades, telephone calls, letters, and text messages), and to the extent practicable in the languages that parents can understand.

SCHOOL-PARENT COMPACT

Bronx Envision Academy, 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. Bronx Envision Academy 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 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. Bronx Envision Academy 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;
- discuss what my child is reading each day;
- 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 Bronx Envision Academy's Parent 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. Bronx Envision Academy 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Groll/Byam	District 12	Borough Bronx	School Number 511
School Name Bronx Envision Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Emily Shu	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Daniel Burke	Guidance Counselor Alanna Cheyney (social worker)
Teacher/Subject Area Andrew Irons	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator N/A
Related Service Provider Yuko Yoshida (speech)	Other Jason Marrero, community assoc
Network Leader Terry Byam	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	72	Total Number of ELLs	8	ELLs as share of total student population (%)	11.11%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *!*

1. As part of the new student intake process, our ESL teacher Daniel Burke administers the Home Language Identification Survey (HLIS), including an informal interview in English and, with the support of community associate Jason Marrero (Spanish speaking) or translation services, in the native language, and the formal initial assessment. When necessary, ESL teacher Daniel Burke will administer the LAB-R. ESL teacher Daniel Burke will evaluate ELLs using the New York State English as a Second Language Achievement Test.
2. To inform parents of ELLs about the program choices available to them, we will utilize literature and a video provided by the Department of Education tool kit, ideally at the intake meeting.
3. During the intake process, our ESL teacher and school secretary meet with parents to ensure that letters and forms are returned.
4. We will review the choices made by parents to place ELL students in their chosen program.
5. We are a new school and have not had any newly identified ELL students join our school community yet.
6. We are a new school and have not had any newly identified ELL students join our school community yet.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown													To
K	1	2	3	4	5	6	7	8	9	10	11	12	t #

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	1			2		1	4		2		7
Total	1	0	0	2	0	1	4	0	2		7

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

All ELL students receive push-in (co-teaching) support. Beginner ELL students also receive pull-out support in lieu of English class. For most of the school day, students follow a block schedule in heterogeneous groups. Our staff includes 7 teachers, including one ESL teacher. Our ESL teacher provides support for beginner, intermediate, and advanced ELL students for the mandated number of instructional minutes through push-in (co-teaching) support and pull-out support for beginner and intermediate ELL students. The ESL teacher supports students with push-in instructional help and co-plans and designs instructional materials in push-in classes. Modifications include vocabulary development strategies, modified class materials, use of native language translation supports, use of visual resources, and evaluation of writing and other work produced in students' native languages. We do not currently have any SIFE students, but as we

A. Programming and Scheduling Information

grow and welcome SIFE students to our school, we will create after school and lunch tutoring support across content areas. Our newcomer ELLs will be matched to former ELLs for peer mentoring support and will, where possible, participate in advisories led by ESL or English teachers to support language development. Our ESL teacher will provide explicit support for SIFE and newcomer ELL students to support them in decoding exam materials so that they can be successful on both the English Regents exam and the NYSESLAT. ELLs receiving service 4-6 years and long-term ELLs will receive support from our ESL teacher through push-in support with additional support preparing for the NYSESLAT in after school and lunchtime tutoring programs. To support our ELL-SWD students are supported by both an ICT special education teacher and our ESL teacher. The humanities team (English, Global History, Special Education, and ESL teacher) collaborates weekly to plan units of study, modifying texts and adapting lessons to provide access to academic content areas and accelerate English language development. All ELL-SWDs currently participate in the least restrictive environment (ICT) during English, math, history, and science.

Courses Taught in Languages Other than English ⓘ

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

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

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

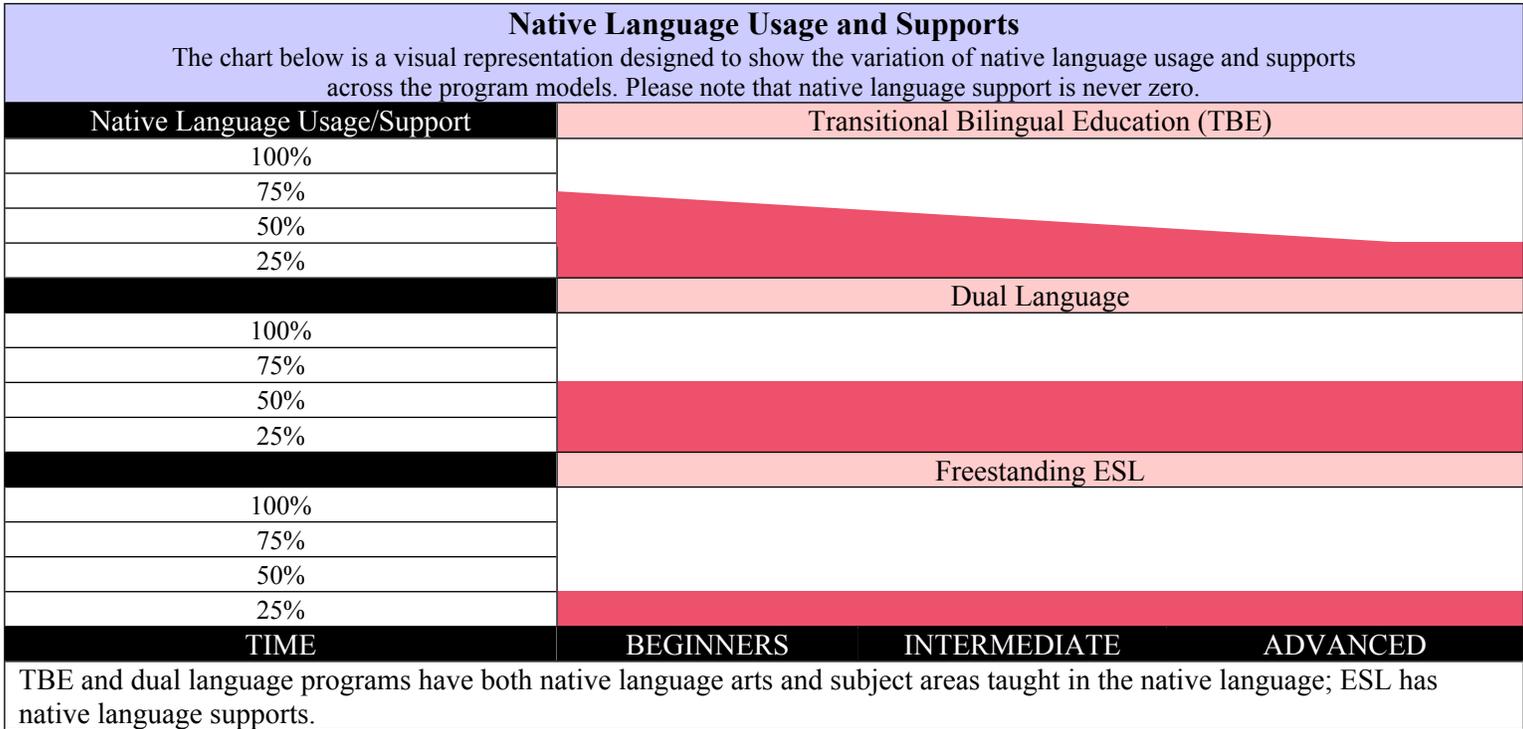
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Beginner students are provided with Pull-Out instruction during their English classes. Additionally, all students, including Intermediate and Advanced are provided with Push-In support for Math, History and Science.
9. Our ESL teacher co-plans with classroom teachers and offers push-in instructional support in classes. As students reach proficiency, the ESL teacher will collaborate with classroom teachers to design interventions to support students transitioning from having ESL support.
10. As our school expands, we will introduce new programs to support ELL students. New programs under consideration include multi-grade pull-out classes for beginner ELL students and expanded after school tutoring.
11. No programs have been planned to be discontinued.
12. Students are offered extra help during lunch hours, and after school. ESL Teacher's office hours are on Thursdays, until 4:15. However, the teacher is willing to make himself available to the students on any day during the week, as long as it is planned in advance.
13. Beginner Students - Milestones ESL Textbook and Workbook. All students - SmartBoard, Mac and PC desktops. Various novels that range in reading and comprehension difficulty. Access to Spanish/English dictionary. Students also have their own personal dictionaries that they have created.
14. Students in ESL utilize some native language supports including native language-English translation dictionaries, translated texts where available, and online translation resources.
15. Required services, support, and resources correspond to ELLs' ages and grade levels.
16. ELL students are welcome to attend a summer bridge program. This year, the program took place in late August and early September. As the school expands, we will create sessions for ELL students in addition to the summer bridge program.
17. At present, we do not have any language electives.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. Our ESL teacher receives mentoring support from the English teacher and co-planning support from our Institute for Student Achievement coach on a weekly basis. In addition, the ESL teacher participates in grade level and inquiry team professional development meetings. Outside the school, our ESL teacher participates in professional development workshops offered through the Department of Education focused on strategies for ELLs and a series of workshops focused on Visual Thinking Strategies, a discussion technique.
 2. Our staff support ELLs with an advisory curriculum designed to support students as they begin high school.
 3. All staff will participate in grade level and inquiry team based ELL training, including the minimum 7.5 hours as per Jose P.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
1. As a brand new school, Bronx Envision has welcomed parents to participate in an orientation program over the summer, curriculum night in September, parent-teacher conferences in October, and a parent association meeting in November, and a student dance performance in December. Our community associate provides translation for parents, including parents of ELLs.
 2. As we grow, we will collaborate with Children's Aid Society to provide workshops and services to ELL parents.
 3. We evaluate the needs of parents through the annual Learning Environment Survey, through regular communication with parents via phone, our website, email, and JupiterGrades. As we grow, we will further evaluate the needs of parents through our Parent Association and School Leadership Team.
 4. Our parental involvement activities support our parents in understanding school expectations, curriculum, programs, and initiatives. Our activities provide opportunities to celebrate student work and provide regular communication between the school and families.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	4	4			8
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	2		5		1				8
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3		5						8
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

New York State Regents Exam

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

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

1. Our school utilizes a DY0 assessment system coordinated through NCREST and Teachers College. At present, we are still developing our inquiry team and data team program to best utilize data collected and analyzed through our benchmark and first interim assessments. A thorough analysis of our ELL students' performance on the English DY0 will support modifications to both pull-out and push-in ESL instruction.
2. While none of our students were beginners in listening/speaking and three were rated proficient, 1/3 of our ELL students were beginners in reading/writing.
3. This finding suggests that while our students need additional support with reading and writing in their classes and through pull-out instruction.
4. We only have ninth graders at present. Our beginner ELLs are more successful with assessments in their native language.
5. N/A
6. As we are only developing our programs for ELLs, we will work with grade level inquiry teams to assess ELL student progress based on DY0 assessments, the NYSESLAT, Regents exams, and school-based assessments. We will also conduct surveys for ELL students and their families to learn more about their response to the programs available.

Additional Information

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

Part VI: LAP Assurances

School Name: Bronx Envision Academy

School DBN: 12X511

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: Bronx Envision Academy

School DBN: 12X511

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Emily Shu	Principal		12/19/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Daniel Burke	ESL Teacher		12/19/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X511 **School Name:** Bronx Envision Academy

Cluster: 4 **Network:** 404 Byam

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

Part A: Needs Assessment Findings

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

Using student profiles in ARIS and home language surveys for newly admitted students, we have identified parents' home languages so that we can provide translated materials when possible. When sending mailings (for example, progress reports and announcements regarding programs for students or meetings for parents), we provide translated materials for parents who have indicated that a language other than English is spoken at home. Utilizing staff resources (community associate), we provide oral translation in Spanish during meetings with parents and through phone calls. We are a first year school; as we grow, we will hire additional staff to address translation needs.

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

The majority of parents who speak languages other than English speak Spanish. At parent meetings (for example, curriculum night), we survey parents to provide interpretation in Spanish. As we grow as a school, we will survey the school community regarding additional translation and interpretation needs identified by parents and families.

Part B: Strategies and Activities

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

Where possible, we utilize the support of our community associate to translate materials sent through the mail or backpacked home. To support parents who speak languages other than English or Spanish, we will increasingly utilize translation services provided by the Department of Education, hire additional school staff, and recruit parent volunteers.

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

Our community associate and volunteers provide oral interpretation at parent meetings. Our community associate supported communication at parent-teacher conferences, which were held with scheduled appointments. The appointments facilitated scheduling of interpretation support.

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

We will distribute copies of the Bill of Parent Rights and Responsibilities in English and translated versions annually to all families and upon registration of newly admitted students. We will post information about translation services in the main office and in the social worker office. We will review the safety plan annually to ensure that parents in need of language access services are not prevented from reaching administrative offices solely due to language barriers. We will provide links to the Department of Education website with information about the rights of parents to translation and interpretation services on our school website.