



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: BRONX ENVISION ACADEMY

DBN (i.e. 01M001): 12X511

Principal: EMILY SHU

Principal Email: ESHU@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Emily Shu	*Principal or Designee	
Andrew Irons / Christine Pallotta	*UFT Chapter Leader or Designee	
Lisa Buchanan	*PA/PTA President or Designated Co-President	
Jason Marrero	DC 37 Representative, if applicable	
Bierina Nicasio	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Abbee Bourret	Member/ SLT Chair (Teacher)	
Daniel Brink	Member/ Teacher	
Amina Hussain	Member/ Parent	
Acquinetta Howell	Member/ PA Co-President	
Roberto Betances	Member/ Parent	
Jeanette Noriega	Member/ Parent	
Fahima Hussain	Member/ Student	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, schoolwide attendance will improve by 2% as measured by Bronx Envision Academy'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 2012-13 attendance rate, as measured by the Progress Report, was 84.6%. While this is higher than average among our peer schools, it falls short of the citywide average of 87% for high schools, described in the Progress Report. Low attendance significantly impacts student achievement, credit accumulation, and grade promotion.

Instructional Strategies/Activities

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

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

1. An attendance team will meet weekly, chaired by the assistant principal.
2. 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.
3. School secretary and school aide 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.
4. Teachers will review period attendance data to confirm that students attended all classes.
5. 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.
6. Attendance team will coordinate attendance awards and raffles to encourage good attendance as part of the BEA Bucks, Positive Behavior Intervention Program.
7. Grade teams will review latenesses and absences weekly and make follow-up phone calls.
8. School secretary, school aide, and 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.
9. T3 (Time for Time Tutorial) will serve as a consequence for students who frequently miss instructional time due to lateness.
10. Mailing RISA attendance report and attendance letters twelve times per school year (report cards and progress reports).

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

1. Assistant principal, school social worker, school secretary, school aide, community associate, network attendance teacher, and a teacher participate in the attendance committee.
2. Fifteen school teachers serve as advisors who reach out to families regarding attendance.
3. Attendance teacher from CFN 404 provides support through home visits and follow-up for students with open 407 cases and students at risk of becoming chronically absent.

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

1. School aide monitors the daily attendance utilizing the RDAL report in ATS and provides updates to the attendance team on a weekly basis. The attendance team will review attendance rates weekly to evaluate the progress, effectiveness and impact of the attendance intervention programs.

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

1. Summer 2013: Hiring for Assistant Principal and School Aide positions
2. Fall 2013: Formation of the Attendance Committee
3. November 2013: Introduction of Metrocard Program based on student attendance records
4. Winter 2014: Semi-Annual Awards: Evening of Excellence
5. Winter 2014: Mid-Year Review of Programs and Progress

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

1. The school master schedule includes time for the attendance team to meet weekly, with the support of Tax Levy funds for salary.
2. Parent involvement funds support the School Messenger phone service.
3. The attendance meeting is scheduled so that the attendance teacher for the network can attend and support the team.

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).

- 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 Skedula;
- Maintain a school website designed to keep parents informed about school activities and student progress;
- Provide regular written communication between teachers and families in a convenient format (such as Skedula, telephone calls, letters, and text messages), and to the extent practicable in the languages that parents can understand.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By August 2014, all students will demonstrate progress toward college and career readiness as measured by a 5% improvement in Regents pass rates in English.

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 third year new school, has not yet graduated its first class of seniors. 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. In 2012-13, 21% of sophomores scored at the College Ready Threshold in English, as measured by the Progress Report. However, only 48% of the 67 tenth graders who took the English Regents passed the exam.

Instructional Strategies/Activities

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

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

1. To support students who are struggling, all teachers provide small group instruction and individualized support in "lunch clubs" and after school "office hours" sessions.
2. Special education teachers support students with IEPs with literacy development in English, mathematics, science, and history.
3. 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.
4. Fifteen 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.
5. In all classes, teachers incorporate reading and writing to support literacy development, and teacher inquiry teams focus on literacy development strategies.
6. Teacher inquiry teams conduct Project Workshops six times yearly to improve plans for rigorous classroom projects and tasks.
7. Teacher inquiry teams identify core skills within academic disciplines and design strategies to support student progress toward college-readiness in each skill area.
8. In mathematics and science, teachers have identified cross-curricular connections to support numeracy skill development.
9. In mathematics and science, visual artists will collaborate with classroom teachers to develop arts-integrated units of study to provide new avenues for student success.
10. In English class, artists have collaborated with classroom teachers to develop arts-integrated units of study to provide new avenues for student success.

11. 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 each strategy/activity
<ol style="list-style-type: none"> 1. School-based staff (teachers, social worker, community associate, secretary, school aide, assistant principal, and principal) 2. Institute for Student Achievement curriculum and mathematics content coaches 3. CFN 404 instructional coaches 4. Teaching artists from partner organizations BRIC Contemporary Art and Community Word Project
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Grade teams will analyze student performance on mock Regents exams, classroom assessments, and the January Regents exam. 2. Content coaches identify individualized goals for each department, including Regents preparation and submit coaching logs following each coaching visit. 3. A mid-year faculty survey will evaluate the effectiveness of lunch clubs and office hours sessions.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Summer Planning: Curriculum Development 2. Administration of NYC Performance Assessment in English, October 2013 as baseline in all English courses 3. Data Analysis: Fall 2013 (Regents performance for June and August) and NYC Performance Assessment 4. Mock Regents, Winter 2014 5. Regents Preparation Sessions, April-June 2014 6. Administration of NYC Performance Assessment, May/June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. AIS time is folded into the school day, allowing for lunch clubs. 2. Grant funding (Institute for Student Achievement) and Title I funds support after school academic support. 3. Grant funding supports coaching. 4. Race to the Top funding supports professional development.

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).
<ul style="list-style-type: none"> <input type="checkbox"/> 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; <input type="checkbox"/> 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; <input type="checkbox"/> 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 Skedula; <input type="checkbox"/> Maintain a school website designed to keep parents informed about school activities and student progress; <input type="checkbox"/> Provide regular written communication between teachers and families in a convenient format (such as Skedula, telephone calls, letters, and text messages), and to the extent practicable in the languages that parents can understand.

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Teacher teams will engage in analyzing key artifacts such as assessment data and student work to make adjustments in their teaching practice resulting in 75% of students earning 10 or more credits.

Comprehensive Needs Assessment

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

In 2012-13, 90.5% of freshmen and 83.3% of sophomores earned 11 or more credits. While this exceeds our current goal of 75%, programmatic changes have resulted in fewer class periods per week (34 instead of 39), offering students fewer opportunities within the school day to earn credits. We anticipate that the credit accumulation rate will be lower this year than in previous years as a result of this change. A further area of inquiry involved credit accumulation for students in the school's lowest third. Among this group, only 76% of freshmen and 60% of sophomores earned 11 or more credits.

Instructional Strategies/Activities

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

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

1. To support students who are struggling, all teachers provide small group instruction and individualized support in "lunch clubs" and after school "office hours" sessions.
2. Special education teachers support students with IEPs with literacy development in English, mathematics, science, and history.
3. 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.
4. Fifteen 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.
5. In all classes, teachers incorporate reading and writing to support literacy development, and teacher inquiry teams focus on literacy development strategies.
6. Teacher inquiry teams conduct Project Workshops six times yearly to improve plans for rigorous classroom projects and tasks.
7. Teacher inquiry teams identify core skills within academic disciplines and design strategies to support student progress toward college-readiness in each skill area.
8. In mathematics and science, teachers have identified cross-curricular connections to support numeracy skill development.
9. In mathematics and science, visual artists will collaborate with classroom teachers to develop arts-integrated units of study to provide new avenues for student success.
10. In English class, artists have collaborated with classroom teachers to develop arts-integrated units of study to provide new avenues for student success.
11. 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 each strategy/activity

1. School-based staff (teachers, social worker, community associate, secretary, school aide, assistant principal, and principal)
2. Institute for Student Achievement curriculum and mathematics content coaches
3. CFN 404 instructional coaches
4. Teaching artists from partner organizations BRIC Contemporary Art and Community Word Project

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

1. Grade teams will analyze student scholarship reports and develop action plans to support students each marking period.
2. Content coaches identify individualized goals for each department and submit coaching logs following each coaching visit.
3. A mid-year faculty survey will evaluate the effectiveness of lunch clubs and office hours sessions.

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

1. Summer Planning: Curriculum Development
2. Administration of NYC Performance Assessment in English, October 2013 as baseline in all English courses
3. Data Analysis: Fall 2013 (Regents performance for June and August) and NYC Performance Assessment
4. Artist Residencies (December – June)
5. Administration of NYC Performance Assessment, May/June 2014

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

1. AIS time is folded into the school day, allowing for lunch clubs.
2. Grant funding (Institute for Student Achievement) and Title I funds support after school academic support.
3. Grant funding supports coaching.
4. Race to the Top funding supports professional development.

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).

- 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 Skedula;
- Maintain a school website designed to keep parents informed about school activities and student progress;
- Provide regular written communication between teachers and families in a convenient format (such as Skedula, telephone calls, letters, and text messages), and to the extent practicable in the languages that parents can understand.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, 100% of teachers will both get and give feedback using a range of feedback processes (informal and/or formal observation reports, coaching, project workshop protocol reviews, peer intervisitation responses, peer reviews of curriculum maps and planning documents) aligned to the Danielson Framework for Teaching.

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.

This goal is aligned to Bronx Envision Academy’s Instructional Focus (to develop rich project-based learning opportunities for all students). Bronx Envision Academy’s 2012-13 Peer Quality Review identified a need for further support for teachers in developing consistent instructional practices aligned to the school’s instructional core values. Bronx Envision Academy’s instructional core values encompass Project-Based Learning, Reflection & Critique, and Connections. The Peer Quality Review noted that a focus on essential questions, rigorous tasks with scaffolds to support students with disabilities and English Language Learners, and consistent instructional practices would support students in producing meaningful work products across all academic disciplines.

Instructional Strategies/Activities

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

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

1. Principal and Assistant Principal will conduct at least four formal or informal observations for all teachers by Jun 2014.
2. Teacher teams, led by grade team leader teachers will engage in at least three intervisitation rounds focused on higher-order thinking, group work, literacy skill development, and other topics.
3. Institute for Student Achievement coaches (Humanities/School-wide, Math, Science, Literacy) and CFN 404 Achievement Coaches will provide coaching feedback on instructional practices and curriculum design on a weekly, bi-weekly or monthly basis for individual teachers.
4. Teacher teams will engage in six Project Workshop Protocol Reviews to gain peer feedback on projects designed so that students produce meaningful work products.
5. Teacher teams will engage in three curriculum map peer reviews and revise maps based on the reviews.

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

1. Principal and assistant principal, with the support of CFN 404 and Leadership Academy coach, will conduct observations.
2. Grade Team Leader teachers will facilitate intervisitation rounds.
3. The Institute for Student Achievement will provide coaching support, paid through a grant.
4. CFN 404 will provide bi-weekly Achievement Coaching for the mathematics department.
5. Early release days for students will support professional development opportunities for curriculum map peer reviews.

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

1. The instructional cabinet will develop a rubric and protocol to support curriculum reviews (fall) and utilize the rubric to assess curriculum maps in December, January, and March.
2. Teachers will complete a reflection after each Project Workshop. The instructional cabinet will analyze the responses to identify common needs and create professional development opportunities based on teacher needs.
3. Principal and assistant principal will assess impact through analyzing Measures of Teacher Practice ratings in the Advance system (monthly).
4. Teachers will provide feedback through a mid-year survey.
5. Students will present their work at two Portfolio Roundtable Reviews (February and June).

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

1. Project Workshops: 6 Times Yearly (September – May)
2. Observations (September – June)
3. Intervisitations (November, February, May)
4. Coaching (July – June)
5. Curriculum Map Reviews (December, February, March)
6. Portfolio Roundtable Reviews (February and June)

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

1. Early Release time for students (weekly) and Race to the Top curriculum and assessment development funds will support teacher team collaborations and professional development.
2. Citywide Instructional Expectations will support Grade Team Leader meetings and preparation.
3. Teacher professional assignments will support grade team meetings.
4. Race to the Top and Fair Student Funding support the salary for the Assistant Principal.
5. Institute for Student Achievement grant funds support extensive coaching and teacher professional development stipends.
6. Data specialist funds will support teacher teams in assessing student progress.

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).

- 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;
- Invite parents to participate in Portfolio Roundtable Reviews.
- 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 Skedula;
- Maintain a school website designed to keep parents informed about school activities and student progress;
- Provide regular written communication between teachers and families in a convenient format (such as Skedula, telephone calls, letters, and text messages), and to the extent practicable in the languages that parents can understand.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Pre-teaching, re-teaching, scaffolding through graphic organizers and other supports, Wilson (for struggling readers)	Small group & tutoring	During the school day & after school
Mathematics	Pre-teaching, re-teaching, scaffolding through graphic organizers and other supports	Small group & tutoring	During the school day & after school
Science	Pre-teaching, re-teaching, scaffolding through graphic organizers and other supports, iLearn (computer-based programs)	Small group & tutoring	During the school day & after school
Social Studies	Pre-teaching, re-teaching, scaffolding through graphic organizers and other supports	Small group & tutoring	During the school day & after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling (Social worker), Referral to CBOs	One-to-one and small group	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<input type="checkbox"/> Attendance at hiring fairs. <input type="checkbox"/> Development of hiring committee that includes current faculty and staff. <input type="checkbox"/> 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) <input type="checkbox"/> Web based recruitment for job openings (including the Department of Education's New Teacher Finder and independent online employment sites). <input type="checkbox"/> Outreach to local universities' career offices. <input type="checkbox"/> Emphasis on teacher collaboration, grade level teams, curriculum development support, leadership opportunities, creation of elective classes. <input type="checkbox"/> Staff participation in school based decision making process, including hiring committee.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<input type="checkbox"/> Identification of independent and Department of Education-sponsored professional development opportunities. <input type="checkbox"/> Use of Race to the Top funds to support teacher professional development activities. <input type="checkbox"/> Contemporary Art, Visual Thinking Strategies, and Community Word Project (in-class residencies to create arts-integrated CCLS-aligned projects). <input type="checkbox"/> Additional training and professional development opportunities through partner organizations Institute for Student Achievement, BRIC

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
CFN 404 supports Bronx Envision Academy in coordinating and integrating Federal, State, local and grant funds. Bronx Envision Academy maintains the required funds for Students in Temporary Housing, using the funds to buy school supplies for students who qualify. To further support Students in Temporary Housing, our after school programs provide enrichment opportunities and academic intervention services. Our community associate, school aide, and social worker salaries (TL, Title I) provide additional support for Title I students. Grant funding through Race to the Top and CBO the Institute for Student Achievement further support qualifying students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.
Teacher leaders participate in weekly instructional cabinet meetings, twice weekly grade team meetings, and at least monthly department meetings where they have the opportunity to suggest, select, and revise assessment measures. In addition,

teachers participate in the school MOSL committee. Professional development includes coaching (ISA and network) and weekly faculty meetings focused on instructional improvement, inquiry, and analysis of student work. Data specialist and citywide instructional expectations funds support teacher leaders in leading and engaging in professional development regarding assessment measures.

TA Schools Only

Use of Program Resources

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

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).

Bronx Envision Academy
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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

II. 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.

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

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

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 511
School Name Bronx Envision Academy		

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

Principal Emily Shu	Assistant Principal Angel Bookal
Coach	Coach type here
ESL Teacher Daniel Burke	Guidance Counselor Alanna Cheyney - Social Worker
Teacher/Subject Area Anna Gonzalez - Spanish	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Elena Shoykhet - Speech	Other Jason Marrero -Community Assoc
Network Leader(Only if working with the LAP team) Elena Shoykhet - Speech	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	239	Total number of ELLs	28	ELLs as share of total student population (%)	11.72%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	16
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	16

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	5	0	2	9	0	3	16	0	11	30
Total	5	0	2	9	0	3	16	0	11	30

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	11	2		27
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	0	0	0	0	0	0	0	0	14	12	2	0	28

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										2	6			8
Advanced (A)										4	5	2		11
Total	0	0	0	0	0	0	0	0	0	13	14	2	0	29

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		0	
Integrated Algebra	15		3	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	15		2	
Physics				
Global History and Geography	4		0	
US History and Government				
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Seven of our ten beginner ELLs are in ninth grade. Three are off-cohort, meaning they entered high school with current tenth graders and were retained. Two intermediate ELLs and one advanced ELL are repeating a grade. Both advanced ELL students are eleventh graders. We have administered the LAB-R to three students between September 2011 and present. One student, a tenth grader in 2012 qualified as an advanced ELL according to the LAB-R.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Students performed better on listening/speaking than reading/writing. This pattern existed among general education ELLs and ELLs with disabilities. Teacher teams, with the support of the ESL teacher, analyze student performance data to determine areas of strength and need and to identify instructional strategies to support individual students and groups. Because roughly half of our ELLs have IEPs, the special education teachers (including the speech therapist) and ESL teacher collaborate to design scaffolding and opportunities for accommodations to support students with vocabulary acquisition, reading comprehension, and writing.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Among Regents examinations, four ELLs passed and thirteen failed Algebra, two passed science and fourteen failed. Of the five students who took Global History and four who took English, none have yet passed. On the NYSESLAT over the past two years, we have seen an advancement in the proficiency levels for the majority of our tenth and eleventh graders, with two eleventh graders achieving Proficient status. We provide native language Regents exams, translation dictionaries, glossaries, and practice exams. Few students elect to take examinations in the native language. One student did utilize a native language Spanish Regents exam, with a passing grade.

b. School leaders and Teachers are using NYSESLAT, Regents, NYC Performance Assessments and class assessments to better understand where additional support is needed in each content area. Additionally, the ESL teacher and content teachers use assessments to better identify the specific areas where ELLs are struggling and to design curriculum and instructional supports in English and History courses.

c. As a whole, the school is learning where our students' strengths lie, and where they can succeed by utilizing these strengths. Furthermore, the school as a whole investigates ways that it can assist students in areas of struggle. Native language is encouraged as a support for students, in particular when at home, in social settings among peers, and during times of independent reading and research and through the use of resources including native language Regents and assessments, glossaries, and translation dictionaries.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?

During planning, lessons are designed to provide multiple access points for students, especially ELLs, and to support ELLs with second language acquisition. The ESL teacher and content area teachers collaborate during explicit co-planning meetings as part of the teachers' professional program assignment. While planning, teachers decide on strategies, including alternative teaching, small

group instruction, use of graphic organizers, and the use of audio books and multimedia resources, to support ELLs in second language development while addressing content knowledge acquisition.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success is evaluated through results from state exams (Regents, NYSESLAT), and in-class assessment. From these results, the ESL and content teacher decide which teaching strategies will work best for each student individually and across proficiency levels.

Part IV: ELL Identification Process

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

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

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 in the native language (with the support of community associate Jason Marrero or translation services), in the native language, and the formal initial assessment. If the student qualifies, ESL teacher Daniel Burke will administer the LAB-R within ten days of the student's enrollment. When necessary, the Spanish LAB will also be administered. If the student scores at a beginning, intermediate or advanced level, the student will receive ESL instruction through our ESL program. Every spring, the ESL teacher Daniel Burke evaluates ELLs using the New York State English as a Second Language Achievement Test.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

We utilize materials, including an explanatory video provided by the New York City Department of Education, to ensure that parents understand the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) available to them. Following the ELL program offering session, we review the choices made by parents to place ELL students in their chosen program. Using an interpreter (if necessary), our LAP team informs parents of the availability of each program. Based on the parents' decision, we enter the parent choice in the ELPC screen in ATS within 20 days. To inform parents of ELLs about the program choices available to them, we will utilize literature and a video in the tool kit provided by the Department of Education, ideally at the intake meeting. This session will be conducted by Daniel Burke and Jason Marrero.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

During the intake process, our ESL teacher, school secretary, and school aide meet with parents to ensure that letters and forms are returned.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

We will review the choices made by parents to place ELL students in their chosen program. Using an interpreter (if necessary) our LAP team will inform the parents of the availability of each program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

School administration reviews ATS to generate a list of eligible students. When administering the NYSESLAT, the ESL teacher

(Mr. Burke) will administer all sections of the exam to small groups of students. Students will be grouped according to proficiency, amongst other criteria. For speaking, students will be tested individually, with a disinterested professional scoring the responses. For the listening section, testing will take place in a room that offers little or no distractions for the test takers. When the examination period is complete, the writing section will be distributed to a group of disinterested professionals for scoring. Before final submission, all tests will be reviewed to confirm that each student has completed each section of the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Currently we have had two students who have been administered the LAB-R. During parent sessions, the guardians of both students have opted for freestanding ESL. We note parent choice in a spreadsheet for future analysis of trends. At this point, our school's program models align with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. All ELL students receive push-in (co-teaching) support as the primary method of instruction. We also offer pull-out support in the Humanities and STEM content areas.
 - b. Students follow a partial grade-based block schedule that is Heterogenous.
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)?

Bronx Envision's staff includes one ESL teacher (Dan Burke) who provides support for beginner, intermediate, and advanced ELL students for the mandated number of instruction minutes through co-teaching. Mr. Burke's schedule includes co-teaching in English (9th, 10th and 11th grades), History (9th and 10th grades), and science (9th grade). We utilize flexible programming so that students do not travel with the same cohort for the full day, enabling us to ensure that mandated ESL and ELA instructional minutes are met within each student's program. For example, Mr. Burke works with our beginner ELLs in ninth grade for 555 minutes and with our intermediate 10th graders for 370 minutes. Our advanced ELLs in 11th grade work with ESL teacher Mr. Burke for 210 minutes and have an additional 224 minutes of ELA instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL teacher supports students with push-in instructional help and co-teaching and co-plans and designs instructional materials in push-in classes. Small group work allows for students to learn content and English with additional support. 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. While co-planning, teachers align all strategies, entry points, modified materials, etc. with CCLS. In each program, materials are used to help facilitate understanding and comprehension for ELLs. Some examples of materials are graphic novel adaptations of in-class literature, graphic organizers, film, music, and images.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
When possible, students are encouraged to write and read in their native languages. If they choose, they may take certain Regents examinations in their native language, if available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL and content area teacher create a variety of in-class assessments that provide feedback for students progress in speaking, listening, reading and writing. These assessments are used to modify lessons based on students' areas of need. The NYSESLAT and NYS Regents examinations also provide additional feedback. For reading, we utilize Performance Series as a diagnostic to identify students' reading levels. For writing, we utilize the NYC Performance Assessment for all grades. For listening and speaking, we utilize a teacher-designed diagnostic and measure progress mid-year. Formal and informal assessments include quizzes and exams, oral presentations, essays, and projects.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We do not currently have any SIFE students, but as we grow and welcome SIFE students to our school, we will create after school and lunch tutoring support across content areas.

b. 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 material so that they can be successful on both the English Regents exam and the NYSESLAT.

c. ELLs receiving service 4-6 years 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.

d. Long-term ELLs receive support from our ESL teacher through push-in support, with coordinated supports for the 11 (out of sixteen total) long-term ELLs who also receive special education services.

e. Our former ELLs are provided with testing accommodations, including additional time, translated exams, glossaries, and the ability to answer in their home language.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7. Our ELL-SWD students are supported by both a 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. Each ELL-SWD has a point person in the special education department who supports the student with goal-setting, modifications, scaffolds, and coordination of IEP meetings and services, including bilingual instruction. Utilizing the Performance Series reading level data, the instructional team modifies texts and selects texts that support English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Ninth Grade ELL-SWD schedules are ICT STEM based with an extra two 45 minute sessions per week in both Math and Science. In these sessions inquiry based activities are being promoted and incorporated by both computer research and group work. Students are exposed to different resources to help them strengthen their communication and comprehension skills in English. Within the Humanities classes, ELL-SWD are serviced by the ESL teacher in close consultation with the humanities special education teacher. ELL-SWDs will participate in pull-out and push-in groups which focus on strengthening listening, speaking, reading and writing skills. Instruction is provided in the least restrictive environment, predominantly through ICT and SETSS, as mandated in students' IEPs. The schedule allows for flexible programming so that students may have ICT support in the humanities, in math/science or in both.

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

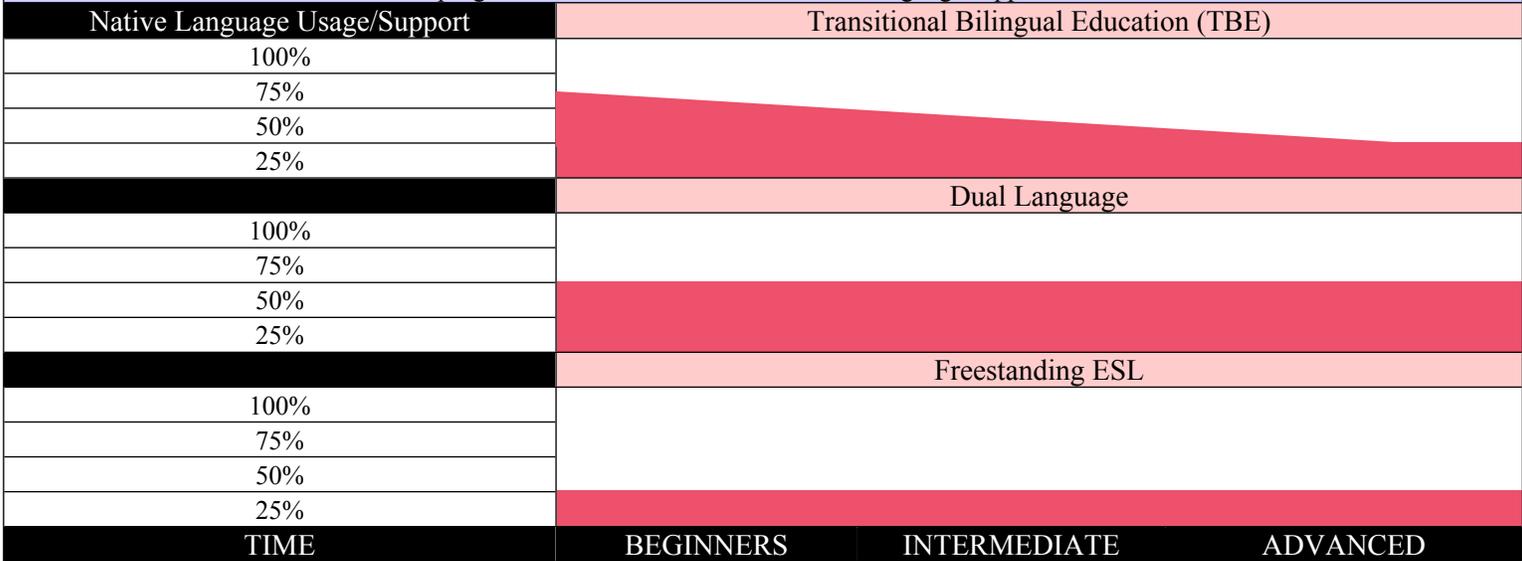
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Pull-out and small group sessions are used to focus on literacy skills in English, Math, History and Science classes. The special ed teacher provides additional support to ELL-SWD students in STEM content areas. We provide "office hours" tutoring support for ELLs in all content hours in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Currently, our ELLs receive ESL support that is beyond the required amount of weekly minutes for all proficiency areas. Due to effective co-planning practices, lessons are designed to focus on both content and language development where ELLs can actively participate in an environment that includes the rest of their peers at BEA. Effectiveness is evaluated based on individual and group performance in each class and through state exam and periodic assessments. Student performance data is reviewed at least weekly to ensure that teachers are providing students with rigorous lessons and supports for our English Language Learners.
11. What new programs or improvements will be considered for the upcoming school year?
11. Discussion is currently underway for the planning of new programs for the upcoming school year. Programs under consideration include multi-grade pull-out/stand-alone ESL classes for Beginner and Intermediate ELLs. This program is under consideration because of the growth of our ESL beginner and intermediate population, and through analysis of their performance of state exams, which is below that of their non-ELL and advanced ELL peers.
12. What programs/services for ELLs will be discontinued and why?
12. No programs are planned to be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. The ESL teacher (Mr. Burke) has two lunch clubs a week where he offers extra help and literacy enrichment in all content areas. Additionally, all after school programs (academic, extracurricular, artistic, and athletic) are available and accessible to all students, regardless of their ELL proficiency status. Our community associate ensures that parents, including those who do not speak English, are aware of the programs available for their children. Many students choose to actively participate in these activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Beginner Students - Milestones ESL Textbook and Workbook. Dialogs & Stories series by William P. Pickett. All students - Blueford Series: High Interest reading series targeted for beginning to low intermediate readers. No Fear Shakespeare series: Modified text and graphic novels editions of classic literature. Technology: SmartBoard, Mac and PC desktops all equipped with Microsoft Office and Google Drive accounts. Access to Native Language/English dictionaries. In addition, students are provided with graphic organizers to aid in note taking and essay writing. Extra study materials (flash cards, study guides) are available, as well as dictionaries in Spanish, French and Arabic. All materials are used for all subgroups and content areas, depending on the format of the lesson and the needs and interests of the students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Students in ESL utilize some native language supports including native language-English translation dictionaries, translated texts where available, and online translation resources. We offer ESL only at this time.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. All students at Bronx Envision Academy are between 13 and 19 years of age, and services, support, and resources are designed

for adolescents. Required services and resources support ELLs through strategies and materials that are delivered and leveled according to interest level and proficiency. This will oftentimes relate to age and grade level. Teachers actively assess the efficiency of such services and resources, and make adjustments when necessary.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. ELL students are welcome to attend a summer bridge program. The program takes 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. ELLs who enroll during the school year have opportunity to meet with Mr. Burke (ESL teacher) for a brief introduction to their classes and general expectations required of them while attending BEA.

18. What language electives are offered to ELLs?

18. Currently, our LOTE program offers Spanish.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Our ESL teacher received 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 on a weekly basis. Outside the school, our ESL teacher participates in professional development workshops offered through the Department in Education focused on strategies for ELLs (Jan 16) and a series of workshops focused on Visual Thinking Strategies, a discussion technique based on finding evidence in images (Sept, Feb, May).

2. All teachers participate in weekly professional development that focuses on aligning curriculum to common core standards. Teachers also take part in outside professional development that is offered through the DOE and the Institute for Student Achievement. PD takes place on Tuesdays, and through early release days for students (12/13, 3/13), professional development days (9/3, 9/4, 11/5, 2/3, 6/7), and a retreat (end of June 2014, to be scheduled).

3. Our staff supports ELLs with an advisory curriculum designed to support students as they begin high school.

4. All staff will participate in grade-level and inquiry team-based ELL training, including the minimum 7.5 hours as per Jose P. Documentation, including agendas and attendance records are maintained in the school administrative office. PD includes literacy strategies, compliance and testing accommodations, and curriculum development support.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. As a 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, a parent association meeting in November, and various student performances that take place throughout the year. Our community associate provides translation and interpretation 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 Skedula/Pupil Path. As we grow, we will further evaluate the needs of parents through our Parent Association and School Leadership Team. We do not have a parent coordinator. Instead, our community associate provides translation and parent activity coordination support.

 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. Well-attended events include the teen summit, the Evening of Excellence, our Portfolio Roundtables, and potluck dinners. Translation and interpretation is provided by our community associate.

E. Additional Information

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

Paste response to question here:

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)
Emily Shu	Principal		10/25/13
Angel Bookal	Assistant Principal		10/25/13
	Parent Coordinator		1/1/01
Daniel Burke	ESL Teacher		10/25/13
	Parent		1/1/01
Anna Gonzalez/Spanish	Teacher/Subject Area		10/25/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Alanna Cheyney - Social Worker	Guidance Counselor		10/25/13
	Network Leader		1/1/01
Elena Shoykhet	Other <u>Speech</u>		10/25/13
Jason Marrero	Other <u>Community Associate</u>		10/25/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X511 School Name: Bronx Envision Academy

Cluster: 4 Network: 404

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.

At the beginning of each school year, emergency contact cards (blue cards) are distributed to parents during freshman orientation and through advisors for all grades. Advisors support school administrative staff (school secretary and school aide) with collection of the forms. Language preferences for parents are updated in ATS based on the emergency contact cards. For new students, we also utilize the Home Language Identification Survey to determine parents' and guardians' preferred languages. We monitor preferences and responses from parents from the Annual Learning Environment Survey to determine parents' preferred methods of communication. We maintain this information in ATS, and advisors and grade teams maintain parent contact logs that include information about translation and interpretation needs. We arrange for Parent-Teacher Conferences by appointment and utilize a spreadsheet to schedule interpreters to support parents. Our community associate translates written documents for mailings, and we utilize an automated phone message system that offers translation to many languages. This system initiates phone calls in parents' preferred language (as indicated in ATS).

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.

Parents and guardians have been punctual with ensuring that proper documents are returned to us. Information for each family is imputed onto student contact cards, so that teachers are aware when an interpreter is needed for meetings and phone calls. For translations, a copy of each parent/guardian language preference is kept in the main office. The information is available to all faculty in Skedula, our online grading and student records system. Our School Leadership Team makes recommendations regarding changes to better support parents' and guardians' translation and interpretation needs.

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.

For Spanish translation: Our community associate provides translation services. In addition, faculty and staff Documents are converted via the Google translation program. Translated documents are reviewed and edited by our Spanish speaking faculty and staff.

Should the need arise, BEA will reach out to a DOE translation service for parents that require assistance in other languages.

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.

Spanish Translation: School staff are available to assist with all phone calls home. For face-to-face meetings, staff members are also available for any necessary interpretation.

Should the need arise, BEA will reach out to a DOE interpretation service for parents that require assistance in other languages.

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>.

At the beginning of the school year, Bronx Envision Academy provides the Bill of Parent Rights to each parent/guardian. Signs are posted at various locations to inform parents of the languages that are covered within our interpretation and translation policy. Additionally, BEA is prepared with a safety plan that outlines procedures for ensuring that parents in need of translation and interpretation services are able to contact school staff in the event that an emergency should occur. While BEA currently does not have parents who speak a language that is outside the covered language, the school is prepared to provide interpretation and translation services if the need were to arise.