

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12X511

School Name:

BRONX ENVISION ACADEMY

Principal:

EMILY SHU

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Bronx Envision Academy School Number (DBN): 12X511
Grades Served: 9-12
School Address: 1619 Boston Road, Bronx, NY 10460
Phone Number: (718) 589-1590 Fax: (718) 589-1595
School Contact Person: Emily Shu Email Address: eshu@schools.nyc.gov
Principal: Emily Shu
UFT Chapter Leader: Daniel Burke
Parents' Association President: Heidy Gomez
SLT Chairperson: Elizabeth Cirienco
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Miguel Buchanan
Student Representative(s): Elyshka Salazar
Kevin Buchanan

District Information

District: 12 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, 8th Floor, Bronx, NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: (718) 741-5852 Fax: (718)-329-8030

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1 Fordham Plaza, Bronx, NY 10458
Director's Office Address: 1230 Zerega Ave, Bronx, NY 10462
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Emily Shu	*Principal or Designee	
Daniel Burke	*UFT Chapter Leader or Designee	
Heidy Gomez	*PA/PTA President or Designated Co-President	
Jason Marrero	DC 37 Representative (staff), if applicable	
Miguel Buchanan	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Raven Garcia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kevin Buchanan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elizabeth Cirieco	Member/ Teacher	
Kristen Georgia	Member/ Teacher	
Juana Perez	Member/ Parent	
Marilyn Guinyard	Member/ Parent	
Patricia Garcia	Member/ Parent	
	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission Statement

The mission of Bronx Envision Academy is to empower students to be passionate about and well-prepared for their futures, enabling them to be successful in college and their careers.

Bronx Envision will support student success through a challenging arts-rich curriculum and intensive internship experiences in collaboration with vibrant community arts organizations. At Bronx Envision, imagination is the key to success, and the learning process in all academic disciplines will mirror the artistic process of skill-building, in-depth investigation, integration of ideas from disparate sources, and process of critique, feedback and reflection.

Bronx Envision teachers will design courses that link students to the unique and varied arts institutions that make New York City a magnet for creativity and arts professions. As the school grows, Bronx Envision itself will become a public hub for the arts, with student-run gallery exhibitions and performances open to students, their families, and the community.

Partnerships

Bronx Envision Academy's partners bring a variety of opportunities to our students and school community. Key partners include:

College Bound Initiative (full time college counseling, coordinated trips, information sessions for parents, support for college application and financial aid process)

Institute for Student Achievement (coaching and curriculum development for faculty)

PENCIL and the (business and entrepreneurship class, career development support, internships)

Park Avenue Armory, (artist residencies, performance and exhibition opportunities to expand arts learning and integrate the arts across the curriculum)

Student Population

Bronx Envision Academy currently serves a population of 399 students. 25% of our students are students with disabilities, and 14% are English Language Learners. Our students have the opportunity to take a 10-credit sequence in visual art, dance or theater to earn an Arts Endorsed Regents Diploma.

Framework for Great Schools

In 2014-2015, Bronx Envision Academy demonstrated progress in **Supportive Environment** through the expansion of our guidance department to include a social worker, bilingual guidance counselor, Director of College Counseling, and dean. We also demonstrated progress in **Rigorous Instruction** through our Instructional Focus on Higher Order Thinking. We plan to focus on making clear progress in **Strong Family-Community Ties** and further progress in **Rigorous Instruction** during the 2015-2016 school year.

12X511 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	354	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	10	# Integrated Collaborative Teaching
				21
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	1	# Drama
				2
# Foreign Language	6	# Dance	9	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	97.1%	% Attendance Rate		83.5%
% Free Lunch	84.9%	% Reduced Lunch		5.9%
% Limited English Proficient	12.6%	% Students with Disabilities		24.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		33.9%
% Hispanic or Latino	61.5%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	2.1%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	44.7%	Mathematics Performance at levels 3 & 4		47.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	89.5%	% of 2nd year students who earned 10+ credits		80.0%
% of 3rd year students who earned 10+ credits	67.5%	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

In 2014-2015, based on analysis of Regents examination pass rates, we must prioritize support for Global History and Living Environment. Our English Regents pass rate remained strong.

Our Quality Review noted that while Bronx Envision Academy was proficient in ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to standards, we earned a score of developing in the area of developing teacher pedagogy from a coherent set of beliefs about how students learn best.

Strengths

Strong English Regents Scores

Strong curriculum, accessible for a variety of learners and aligned to standards

Strong teacher team practices in peer-reviewing projects and assignments

Rigorous Research Presentations & Portfolio Roundtable Process

After school, Saturday, and Summer Regents Preparation Sessions

Priority Needs

Stronger use of data to guide instructional decisions on the classroom and team level (Quality Review)

Stronger focus on writing across the curriculum to support Global History essay writing

Part 2 – Annual Goal

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

By June 2016, students will demonstrate improved critical thinking skills by making progress toward graduation requirements, as measured by a 5% improvement in history, math, and science Regents scores.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Support development of benchmark writing assessments across curriculum with support of Institute for Student Achievement coach. Provide twice monthly coaching from ISA coach Michael Gonchar throughout the year.</p>	<p>Teachers</p>	<p>Summer 2015-June 2016</p>	<p>Emily Shu, Principal; Michael Gonchar ISA Coach; Department Facilitator Teacher Leaders</p>
<p>Provide academic intervention coursework for students struggling with literacy and numeracy skills, including Reading Plus for entering and emerging English Language Learners (September-June), and small group mathematics support for sophomores, juniors, and seniors who have struggled with the Common Core Algebra Exam (February-June).</p>	<p>Students struggling with literacy and numeracy</p>	<p>September 2015-June 2016</p>	<p>Angel Bookal, Assistant Principal & Special Education, Math, and English Teachers</p>
<p>Analyze Regents Exam data in department teams as part of inquiry cycle to refine and adapt curriculum and academic interventions. Provide professional development support via BFSC for subject area teachers (with focus on Living Environment).</p>	<p>Teachers</p>	<p>Summer 2015-June 2016</p>	<p>Emily Shu, Principal & Department Facilitator Teacher Leaders</p>
<p>Host curriculum night, parent-advisor conferences, and family workshops about college readiness and high school graduation requirements, including training on the use of Pupilpath/Skedula for tracking student progress.</p> <p>Coordinate special education services and collaborate with families to ensure appropriate supports for students with disabilities with the support of new IEP Coordinator Celia Strino.</p>	<p>Families</p>	<p>September 2015- May 2016</p>	<p>Emily Shu, Principal, IEP Coordinator Celia Strino & Guidance Department</p>

Part 4 – Budget and Resource Alignment

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

Human Resources:

TL – Salary (additional special education teachers, IEP Coordinator)

Title I SWP – Salary

Data Specialist Funds – Per Session for data analysis

Schedule Adjustments (Summer Planning):

Private Grant – Summer Institute Planning Retreat

Instructional Resources:

Title I SWP - Reading Plus Software

Title I SWP - Consultant Coaching PD

Title I SWP - Skedula/Pupilpath Software

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

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

Part 5 – Progress Monitoring

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

By January 2016, 10% of test takers who previously failed the Global History Regents exam will earn a passing score and 15% of test takers who previously failed the Living Environment Regents exam will earn a passing score. By January 2016, The January 2016 Regents provide an opportune mid-point benchmark to measure progress toward increasing Regents pass rates, and the February 2016 Chancellor’s Professional Development Day provides an opportunity for department team reflection on curriculum, interventions, and assessment data. In February 2016 on Professional Development Day, we will compare January 2015 and January 2016 pass rates and compare the scores for students who took exams multiple times, including the January 2016 Regents.

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

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

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

Part 1 – Needs Assessment

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

Student attendance did not improve during the 2014-2015 school year, impacting student time on task in the classroom. Attendance at Bronx Envision Academy declined during the 2014-2015 school year to 82.5% (from 83.5% during the 2015-2016 school year). While the 2014-2015 school year did include more winter days with snow conditions, attendance dropped during the months of April, May, and June as well.

Strengths:

Attendance team, chaired by assistant principal, identifies students struggling with attendance and provides personal outreach and interventions.

Teacher teams, including advisors, conduct outreach and make follow-up phone calls.

Social worker and guidance counselor coordinate twelve mailings of attendance letters and RISA attendance reports annually.

Automated phone calls notify parents of absences and latenesses

PBIS rewards and certificates for students with excellent attendance

Needs:

Further coordination of outreach to parents

Strong monitoring of period attendance data and cut reports

Additional public celebrations of strong attendance

Additional home visits and interventions for chronically absent students

Additional time for family outreach for instructional staff

Part 2 – Annual Goal

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

By June 2016, school wide attendance will improve by 2% as measured by Bronx Envision Academy’s Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Weekly Attendance Team Meetings and Monitoring/Communication about progress to Grade Teams, Professional Development in Skedula for documenting parent outreach (September)</p> <p>Professional Development for Attendance Team in iLog, 407, and Phone Messenger Tools</p> <p>Professional Development for teachers regarding attendance procedures, data tools (Skedula and ATS reports), and progress to school-wide attendance goal (September, December, February)</p>	<p>Chronically absent students</p>	<p>September 2015 – June 2016</p>	<p>Angel Bookal, Assistant Principal</p>
<p>Grade Team Parent Weekly Outreach</p> <p>(Additional Time for parent outreach provided in all Teacher Schedules for the 2015-2016 school year)</p>	<p>Families of Students with 75-85% attendance</p>	<p>September 2015-June 2016</p>	<p>Emily Shu, Principal & Teacher Grade Team Leaders</p>
<p>Attendance Reports and PBIS Certificates</p> <p>We provide RISAs to families 11 times per year and conduct individual family meetings (with guidance counselor, social worker or attendance teacher) for students who are chronically absent, including information about Common Core-aligned instruction at Bronx Envision Academy and the importance of regular attendance to meet college-readiness standards.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Alanna Cheyney, Social Worker & Ariella Torres, Guidance Counselor</p>
<p>Attendance Intervention Home Visits and Meetings</p>	<p>Families of Chronically absent students</p>	<p>September 2015-June 2016</p>	<p>Alanna Cheyney, Social Worker & Ariella Torres, Guidance Counselor</p>

Part 4 – Budget and Resource Alignment

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

Human Resources

TL – Salary (guidance, school aide, Assistant Principal, teacher)

Title I – Salary

AIDP Attendance Funds - Attendance Teacher Salary

Instructional Resources

Title III – Programs to engage English Language Learners, including Regents Preparation for ELLs

Schedule Adjustments

TL - Salary (addition of professional responsibility for parent outreach for teachers)

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

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

Part 5 – Progress Monitoring

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

During Regents Week in January 2016, the Attendance Team will compile all attendance data to share with faculty during the Chancellor’s Professional Development Day in early February 2016. At this point, we hope to have increased attendance rates by at least 2% over the 2014-2015 school year.

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

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

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

Part 1 – Needs Assessment

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

In Bronx Envision Academy’s 2014 Quality Review, we were rated proficient in 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focused on improved student learning. In 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels, we were rated developing.

The full faculty met to discuss the Framework for Great Schools and Vision document on June 4, 2015. The faculty embraced the cycles of learning described in the Vision document. The faculty determined that the school approach to inquiry should shift to fully align to the inquiry process defined in the Vision document. Refining this process will create systems, teacher leadership, and professional development to support use of assessments in the inquiry process.

Based on student performance on the English Regents (strong) and Global History Regents (weak), we have prioritized analysis of student writing in the History Department as an area of focus for the 2015-2016 school year.

Part 2 – Annual Goal

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

By June 2016, teachers will engage in at least four cycles of inquiry in department teams focused on benchmark writing assignments aligned to Common Core learning standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
At Summer Institute and Summer Planning professional development, teacher teams will analyze student writing compared to college-ready standards to identify areas of strength, gaps in student achievement, and plan first benchmark writing assignment, developing school-wide rubric for assessment of student writing.	Teacher Teams	June 2015- August 2015	Emily Shu, Principal & Michael Gonchar, Institute for Student Achievement Coach
Teachers will workshop planned assignments in department teams and analyze student work produced after units and writing assignments are administered. Coach Michael Gonchar will support the History Department in analyzing common baseline writing (CCLS-aligned NYC Performance Assessment Task) and developing shared rubrics to measure student progress throughout the year. The team will collaborate to develop shared practices to support students from 9th to 12th grade in History.	Teacher department teams, History Department	September, November, February, May	Department Facilitators/Teacher Leaders, Michael Gonchar, ISA Coach
Teachers will share best practices in grade team and full faculty professional development workshops. Teachers will engage in professional development with the Teacher Development and Evaluation Coach focused on Danielson component 3C (Engaging Students in Learning)	Teacher grade teams and full faculty	November, January, April, June	Emily Shu, Principal & Teacher Leaders, Lisa Grevenberg, Teacher Development and Evaluation Coach
Teachers will analyze student progress to identify areas of strength and areas for development, with particular attention to students in the lowest third, students with disabilities, and English Language Learners.	Teacher teams	June 2015 – July 2016	Emily Shu, Principal & Angel Bookal, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources TL – Salary, Per Session for Department Facilitators for Planning and Professional Development Title I – Salary

TL Vision for School Improvement – Per session for Teacher Team Leaders

Instructional Resources

Title I - Professional Development and Coaching

Schedule Adjustments

Grant through Institute for Student Achievement for Summer Institute Professional Development

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

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

Part 5 – Progress Monitoring

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

By February 2016, teachers will engage in two out of four collaborative professional inquiry cycles focused on benchmark writing. Principal will review inquiry team minutes and, in collaboration with the department facilitators and ISA coach, assess progress toward year-end goal of four cycles of inquiry, adapting the professional development calendar as necessary. We will conduct a mid-year staff survey to access teacher feedback about inquiry process. We will review assessment data to identify best practices to share with teacher teams at Chancellor’s Professional Development Day in February 2016.

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
<p>Bronx Envision Academy provided teacher-led professional development workshops and Institute for Student Achievement coaching for teachers in areas of focus, as identified in teacher evaluations.</p> <p>School leaders met expectations in completing required observations in Advance during the 2013-2014 and 2014-2015 school years. Feedback from teachers indicates that earlier feedback in the year would provide more opportunities to develop and make changes to improve instruction.</p>

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>School leaders will complete 50% of required observations by February 2016 and 100% of required observations for Measures of Teacher Practice ratings by June 2016.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Analysis of teacher practice ratings to develop professional development plan, including weekly analysis by Principal and Assistant Principal, with four times yearly support from</p>	<p>All teachers</p>	<p>Summer, Ongoing</p>	<p>Emily Shu, Principal & Angel Bookal, Assistant Principal</p>

Teacher Development and Evaluation coach and four times yearly support from Leadership Academy coach.		throughout school year	
Goal Setting Conferences: Teachers will create student achievement goals in preparation for the Initial Planning Conference. We will return to the goals at the mid-year and summative end-of-year conference.	All teachers	September	Emily Shu, Principal & Angel Bookal, Assistant Principal
Mid-Year Conferences: modified consultancy protocol for all teachers.	All teachers	January & February 2016	Emily Shu, Principal & Angel Bookal, Assistant Principal
End of Year Conferences: Teacher-led conference with presentation of student work related to	All teachers	June 2016	Emily Shu, Principal & Angel Bookal, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources											
TL - Salary (Principal and Assistant Principal, Teacher Mentors)											
Instructional Resources											
Title I - Coaching for Principal and Assistant Principal											
Title I - ISA Instructional Coaching to support teachers based on Principal and Assistant Principal feedback											
Schedule Adjustments											
TL - Salary (Principal and Assistant Principal)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By mid-year, February 2016, school leaders will complete 50% of teacher evaluations and conduct mid-year conferences with teachers. Principal and Assistant Principal will review all Advance data weekly.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Bronx Envision Academy welcomes parents for 20-minute conferences with advisors and enjoys strong parent participation at major events, such as the Evening of Excellence (over 200 attended) and the Spring Concert (around 50 attended). New Parent Orientation is also well-attended. Participation is stronger at Parent Conferences in the fall than it is in the spring. Our new College Bound Initiative Director of College Counseling hosted four parent workshops during 2014-2015. Parent Association events and guidance workshops were more sparsely attended. Priority needs include increasing access for all parents, particularly parents who speak a language other than English.

Part 2 – Annual Goal

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

Bronx Envision Academy will increase participation at school family events by 10% during the 2015-2016 school year, as measured by Parent-Teacher Conference participation reports and attendance records from family events.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Combine Parent Association meetings with well-attended events such as Evening of Excellence or Financial Aid College Night.	Families	September 2015-May 2016	Principal, Community Associate/Parent Coordinator, College Bound Initiative Director of College Counseling
Provide additional time in teacher schedules for parent outreach and communication with families.	Teachers	September 2015-June 2016	Principal
Develop new family workshops and performances with expanded performing arts department	Full School	September 2015-June 2016	Principal, Guidance Department, Arts Department
Provide Spanish Language Interpretation and Translation for parent events and communication.	Spanish-speaking Families	September 2015-June 2016	Principal, Bilingual guidance counselor, community associate
Review attendance data following each Parent event (Curriculum Night, Parent-Teacher Conferences, PA Meetings, Portfolio Roundtables, Evening of Excellence, Concerts) and revise communication strategies and calendar dates based on assessment of attendance and participation	Families	September 2015-June 2016	Principal, Assistant Principal, Community Associate, Guidance Counselor and Social Worker

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources TL – Salaries TL - Translation Funds

Instructional Resources

Title I – College Bound Initiative Partnership

Arts for ELLs and Students With Disabilities Grant – Arts programs and performances

Schedule Adjustments

Title I Parent Engagement Funds

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

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

Part 5 – Progress Monitoring

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

We will review family event attendance, in collaboration with the Parent Association, during Regents Week in January 2016, to determine if attendance and number of events have increased by at least 10%. We will make adjustments to the calendar based on parent participation and preferences. The SLT will review parent participation data at least four times annually.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Far below proficiency on 8 th Grade ELA or low reading level as assessed through Performance Series baseline	Reading Plus Intervention, scaffolded writing assignments; pre-teaching, re-teaching, scaffolding through graphic organizers and other supports	Small group	During the school day, after school/extended day
Mathematics	Far below proficiency of 8 th Grade Math or failed Algebra Regents	Math small group instruction, Saturday Regents Preparation	Small group	During the school day, Saturday
Science	Far below proficiency on 8 th Grade Science or failed Living Environment Regents	Project-based, writing intensive supplemental course, iLearn blended learning	Small group	During the school day
Social Studies	Far below proficiency on 8 th Grade ELA, low reading level as assessed through Performance Series or failed History Regents exam	Office Hours, Writing-intensive supplemental course	Small group	After School & During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Demonstrated need, referral from faculty or parent request	Counseling	Small group and one-to-one	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Attendance at hiring fairs. • Development of hiring committee that includes current faculty and staff. • Development of consistent interview and hiring process (rubrics for reviewing resumes and curriculum documents, development of interview protocols, and system for demonstration lessons and ways to incorporate student feedback) • Web based recruitment for job openings (including the Department of Education's New Teacher Finder and independent online employment sites). • Outreach to local universities' career offices. • Emphasis on teacher collaboration, grade level teams, curriculum development support, leadership opportunities, creation of elective classes. • Staff participation in school based decision making process, including hiring committee.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Identification of independent and Department of Education-sponsored professional development opportunities. • Use of TL Vision for School Improvement funds to support teacher professional development activities. • Visual Thinking Strategies and Community Word Project (in-class residencies to create arts-integrated • CCLS-aligned projects).

- Additional training and professional development opportunities through partner organization Institute for Student Achievement.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Not applicable.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher leaders participate in weekly instructional cabinet meetings, twice weekly grade team meetings, and at least twice 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 and weekly faculty meetings focused on instructional improvement inquiry and analysis of student work. Data specialist and TL Vision for School Improvement funds support teacher leaders in leading and engaging in professional development regarding assessment measures.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State,

and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	262,333.00	x	Sections 5 & 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	Sections 5 & 6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,836,048.00	x	Sections 5 & 6

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

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 a careful assessment of the needs of all 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 school's Title I program. This information will be maintained by Bronx Envision Academy.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- 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 and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting

to all parents. The Parent Coordinator 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, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, 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;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

holding an annual Title I Parent Curriculum 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;

hosting the Evening of Excellence and other Family events;

establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

encouraging more parents to become trained school volunteers;

providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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. 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;
- hosting Curriculum Night and family information sessions related to the college application and financial aid process;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

supporting parental involvement activities as requested by parents;

ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Bronx Envision Academy</u>	DBN: <u>12X511</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>23</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ We will provide after school whole class instruction with a focus on English language development and Regents preparation for Global History, English, and Science. The subgroup will be our ninth, tenth, eleventh, and twelfth grade ELL students, with a particular focus on those who are undercredited or who have not yet successfully passed required Regents examinations. We have selected this group because they have struggled with passing required Regents examinations. For example, only one (of twenty three) has passed the Global History and Geography Regents examination only two have passed a science Regents examination, two have passed the English examination, and three have passed mathematics.

- Two certified ESL teachers and a content area teacher will provide instruction. The total number of hours budgeted for the program is 143.

63 Hours:

We anticipate that each of three teachers will offer 21 hours of instruction 3:21-4:21 pm weekly from January until June.

(Global History: ESL/History Dual Certified Teacher, 15 10th-12th grade students, 21 sessions, day of week to be determined, see materials below.) (Science: ESL Teacher and Science Teacher, 25-30 9th-12th grade students, 21 sessions, day of week to be determined, see materials below.)

- 80 Hours:

We will offer ten additional four hour sessions with two teachers on Saturdays before exam administration.

(ESL Teacher and Social Studies Teacher, 25-30 10th-12th grade students, 10 sessions, 9 am - 1 pm, Saturday, see materials below)

- Supporting materials will include translation dictionaries, alternate language books, and multi-media supports, including online literacy support.

Part C: Professional Development

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

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

Begin description here: _____ Our professional development program is based on collaboration. The program teachers will participate in weekly professional development sessions, co-planning sessions, coaching, and other on-site PD. Weekly workshops take place on Wednesdays from 2:35-3:20 and from 3:20-4:00. Topics include:

Scholarship Data and Action Plans for Struggling Students

Co-Teaching Models

Effective Lesson Planning

Project Workshops Literacy Development

Part C: Professional Development

-
To support our new ESL teacher, our returning certified ESL teacher will provide mentoring and coaching support using per diem and per session funds to support this work. Sessions will be scheduled once per week from January until June. The support will be individualized, and the two will provide a workshop on strategies to support ELL students in a March PD meeting for the full faculty.

Part D: Parental Engagement Activities

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

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

Begin description here: _

Our Community Associate, Bilingual Guidance Counselor, and College Bound Initiative Director of College Counseling support the Parent Association with the coordination of events for parents and families. Parent engagement activities occur primarily in the evening and on Saturdays. Activities include extensive outreach for Curriculum Night and Parent-Teacher Conferences (which are arranged through 20-minute appointments). Other events include workshops (1 per semester), awards assemblies, student performances, and Portfolio Roundtable Reviews.

This semester, we offered a college application session for parents on September 17 at 5:30 pm and a financial aid information session for parents on Monday, November 17 at 5 pm. Next semester, we will offer a college application and FAFSA information session for parents (dates to be determined). Our Community Associate, Bilingual Guidance Counselor, and College Bound Initiative Director of College Counseling provide translation and interpretation support for these meetings.

We utilize automated phone messaging, mailings (every three weeks), regular phone outreach, and our website to notify parents of these activities.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

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 ENL teacher, and one parent.

Principal Emily Shu	Assistant Principal Angel Bookal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Daniel Burke	School Counselor Ariella Torres
Teacher/Subject Area Eduvigen Mella, Special Educ	Parent Dalkie Martin
Teacher/Subject Area	Parent Coordinator
Related-Service Provider Elana Shoykhet, Speech	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	397	Total number of ELLs	47	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	17
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	15	Long-Term (ELLs receiving service 7 or more years)	20

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	12		0	15		6	20		11	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										15	13	5	8	0
Chinese														0
Russian														0
Bengali										1	1			0
Urdu														0
Arabic											1	1		0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										6	1		2	0
Emerging (Low Intermediate)										0	4	2	3	0
Transitioning (High Intermediate)										3	4			0
Expanding (Advanced)										3	5	1	3	0
Commanding (Proficient)											3		1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total											5	1		0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	12		2	
Integrated Algebra/CC Algebra	12		0	
Geometry/CC Algebra	4		0	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	3		1	
Living Environment	22	2	4	0
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	19		0	
Geography				
US History and Government	9		2	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
English teachers utilize Scantron Performance Series to determine students' reading levels at the beginning and end of the year. This provides a Lexile grade level for each student. The ENL teacher utilizes Reading Plus, which includes literacy skill assessments for all entering and emerging ELL students. We administer a baseline assessment in Reading Plus in September, and the online program provides data throughout the year. The results from both assessments strongly aligns to the results from the NYSESLAT and NYSITELL, with entering and emerging students scoring in the low elementary Lexile grade level. This data informs our design of additional ENL instruction for entering and emerging ELL students in all grades.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Among students who tested in Spring 2015, 6 scored at the entering level, 8 at the emerging level, 6 at the transitioning level, 12 at the expanding level, and 7 at the commanging level. The majority of students scoring at the entering level are newcomer ELLs from a range of grades. The majority of students scoring at the commanding level were current tenth grade students. We have fewer than 5 students per year who require the NYSITELL, therefore, we utilize the individual student's NYSITELL results to inform decisions for that student.
Please note: We do not have NYSITELL or 2015 NYSESLAT scores for all students due to long term absences, resulting in a lower number of students represented in Section III data than in the total number of ELL students for the school.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We utilize the AMAO tool to view NYSESLAT, state exams, at-risk categories, and student growth for our ELL students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The majority of ELLs respond in English on Regents examinations, although many take advantage of the glossaries and translated test materials during testing. We did not utilize the ELL periodic assessments in 2014-2015.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

We provide common planning time for the ENL teacher who co-teaches with history and English teachers to design modified materials to support new language development. The ENL teachers support grade teams, where intervention and instructional strategies are designed for the grade.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A (No Dual Language Program)

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We review the progress of students in earning credits, passing required Regents examinations, attendance, and NYSESAT scores. We utilize this data at the end of the summer to place students in classes to meet their needs, including advisory and academic intervention courses. Our ENL team recommends changes to the program via a review process in the spring.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

With the support of our bilingual guidance counselor, our ENL teacher Daniel Burke administers the Home Language Identification Survey to newly admitted students who are new to New York State or who have not attended public school in New York State for two or more continuous years. Once we determine the home language, based on the HLIS and interview with the student and parent, we administer the NYSITELL to eligible students. We then administer the Spanish LAB to newly identified ELLs whose home language is Spanish. The bilingual guidance counselor coordinates communication with the families to inform them of progress in the enrollment process. We ensure that the process meets all deadlines.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 days of enrollment, ENL teacher Daniel Burke and bilingual guidance counselor Ariella Torres will determine SIFE status via the oral interview questionnaire and (for students with home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish) administer the Literacy Evaluation for Newcome SIFE (LENS).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Eduvigen Mella, our special education teacher with a bilingual extension, joins the ENL teacher and bilingual guidance counselor to identify students who are classified as students with disabilities and ELLs. The Director of Special Education and special education administrator for our school is Angel Bookal. Ms. Bookal and our IEP coordinator Celia Strino support with identifying appropriate supports based on the students' IEPs. Our bilingual guidance counselor provides language interpretation and translation as needed. She reviews transcripts for evidence of SIFE status. The LPT recommendations will be accepted or rejected within 20 days. Students will be provided with a full schedule upon enrollment, with adjustments made to meet the LPT recommendations immediately upon acceptance of the recommendations.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our bilingual guidance counselor coordinates communication with parents of students taking the NYSITELL, using the standard letters provided by the Department of Education in the parents' preferred language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

Our bilingual guidance counselor and ENL teachers, with language interpretations support, if needed, will notify all parents and students age 18 or older of the right to appeal when providing the standard notification letters from the Department of Education. We will notify them of the 45 day deadline via letter. We maintain copies of the letters in the students' cumulative files.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Our ENL and bilingual guidance counselor provide information with the support of the Toolkit video and materials to introduce the three programs (TBE, dual language, and freestanding ENL) upon enrollment at Bronx Envision Academy. We provide information about each of the three options in English and in the parents' preferred language and explain that bilingual education is the default choice. We host parents for meetings, with the bilingual guidance counselor supporting with parent outreach to arrange a meeting that is convenient to families. Our administrative staff supports licensed ENL teacher and bilingual guidance counselor with outreach to families within mandated timeframes. Should parents select TBE/DL programs that do not presently exist at our school, we maintain record of their choices in case we are able to offer the program in the future.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

We encourage families to complete Parent Surveys and Program Selection forms in person as part of the intake process. If necessary, we mail surveys and follow up with backpacked copies and phone calls. Our bilingual guidance counselor and school aides coordinate parent outreach for required forms within five school days. We maintain the forms in the students' cumulative files. As described above, we maintain records of parent choices to notify them if a program becomes available in our school. We correspond with families in their preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teacher, bilingual guidance counselor, and school aides maintain a checklist for all newly admitted students to support newly enrolled students and then follow up with families via mail, phone, and in person during family events. We ensure that correspondence is in families' preferred languages.

9. Describe how your school ensures that placement parent notification letters are distributed.

As part of the intake process, the bilingual guidance counselor, with the support of school aides, ensures that parent notification letters are distributed in person in the guidance counselor office or general office. We correspond with families in their preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

We maintain copies in the child's cumulative file under the supervision of the guidance department with the support of administrative staff. Files are in the general office. Copies are made and kept in the bilingual guidance counselor's office.

11. 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.

Our ENL teachers create a schedule for all ELLs to take the NYSESLAT, enlisting the support of qualified pedagogues. Most testing occurs during ENL class periods, however some special scheduling is necessary. We use ATS reports to ensure that we have a complete list of ELLs for NYSESLAT administration. We create a customized schedule for all four components of the NYSESLAT each spring. We make great efforts to provide the exam for frequently absent students and enlist the support of the attendance team in conducting outreach to bring students in for school during the testing administration.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

We mail the continued entitlement and transitional support parent notification letters with the first mailing of the year in September. We ensure that correspondence is in families' preferred languages. We include the letters in the welcome packets for all ELLs, under the supervision of the bilingual guidance counselor, with support from administrative staff.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

All parents have expressed interest in Freestanding ESL or ENL. Parent preference is strongly aligned with the program offered at Bronx Envision Academy. Parent preference has supported our school in continuing to develop freestanding ENL programs. We have 100% alignment with parent choice and program offerings.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
For all students: Push-in ENL in English Class and History Class, with heterogeneous grouping within each grade. INTEGRATED MODEL
For entering and emerging students: Additional Pull-Out ENL elective period class, representing homogeneous grouping. Two sections exist: one for ninth and tenth graders and another for eleventh and twelfth graders. STAND ALONE MODEL
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
We offer 540 minutes of instruction for entering students (360 minutes push-in ENL in English and History and 180 minutes pull-out ENL), 360 for emerging students (180 minutes push-in ENL English and History and 180 minutes pull-out ENL), 180 for transitioning and expanding students (push-in) in English and History, and 180 (push-in) in English and History for commanding students.
3. Describe how core content is delivered in each program model. 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.
Bronx Envision Academy offers ENL instruction with two certified English as a Second Language teachers. They co-plan and co-teach English and History curriculum with content area teachers, providing small group instruction, scaffolded texts, and support with vocabulary development approaches. In pull-out instruction, the ENL teacher uses a blended learning approach, including thematic units to support Regents-aligned vocabulary development and Reading Plus software and online learning.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We provide proficiency examinations in home languages with the support of our bilingual special education teacher as part of regular classroom instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ENL teacher assesses students using Reading Plus software, through speaking and listening assessments, and with written work in English and History content areas at least four times per year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusWe do not currently serve SIFE students. Our newcomer ELLs have significant support with vocabulary development and reading via English language software and instruction. We provide translated materials and glossaries and audio supports for reading. Our developing ELLs utilize Reading Plus and graphic organizers and glossaries for language development. Long term ELLs utilize some of the materials but, like former ELLs, primarily utilize standard materials, with consultation and support of the ENL teacher.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination by consulting with a qualified staff member in the school (the student's ENL teacher, guidance counselor or advisor), the parent/guardian, and the student.
8. 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?

Chart x Envision Academy has hired a special education teacher with a bilingual extension to provide additional support in math and science for ninth grade ELL-SWD. ENL teachers collaborate with English and History special education teachers to support ELL-SWDs through small group instruction and Reading Plus computer software. We utilize audio books, glossaries, and graphic organizers to support ELL-SWDs. We consult with the special education department to ensure alignment between each student's special education and ENL supports.

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

Our two ENL teachers serve as advisors, co-teachers, and teachers of pull-out ENL courses. We utilize a schedule that allows students with disabilities, including ELL-SWDs to have full-time, part-time, and SETSS-based special education services. The schedule allows the special education and ENL departments to adjust student schedules and services based on a student's progress and IEP as he or she progresses through grades in the school.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

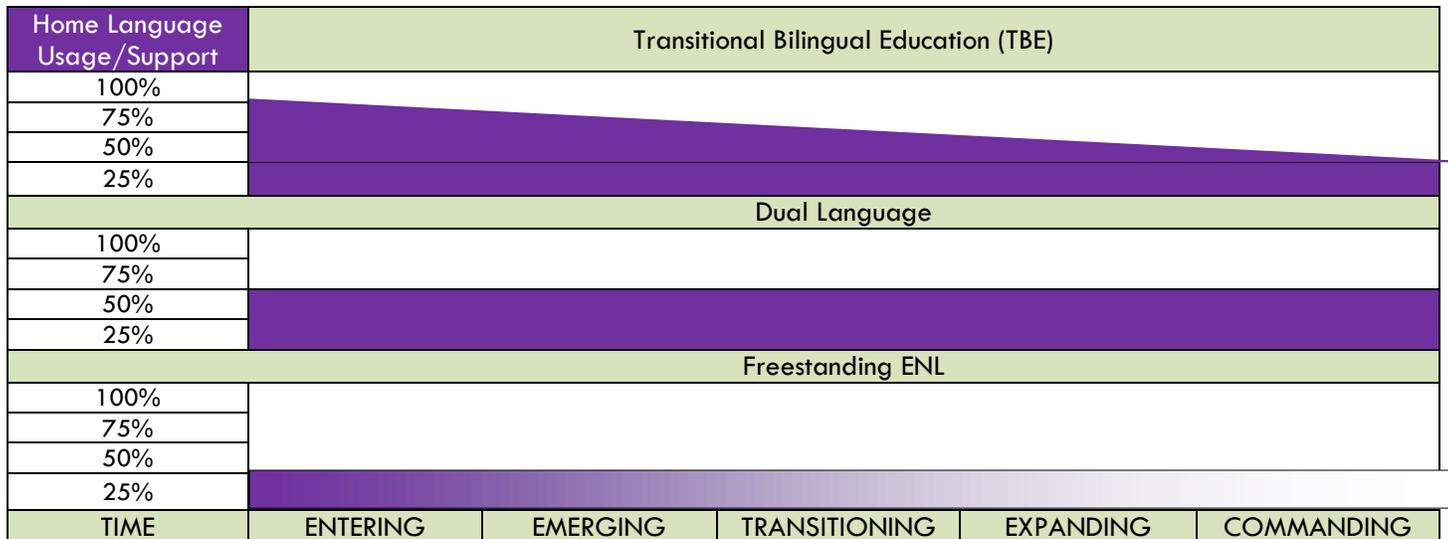


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
- 9th Grade: Push-In ENL in English and History, Pull-Out ENL for entering and emerging ELLs, Special Ed Bilingual support in Math/Science for ELL-SWDs.
- 10th Grade: Push-In ENL in English and History, Pull-Out ENL for entering and emerging ELLs, ENL Advisory
- 11th Grade: Push-In ENL in English and Advisory, Pull-Out ENL Global History
- 12th Grade: Push-In ENL in English and History, Pull-Out ENL Global History

Targeted interventions for ELA and social studies: ENL small group AIS instruction and lunch club support

Targeted interventions for math and science: pull out small group exam preparation and vocabulary work, Saturday Regents preparation. Native language support provided via bilingual special education math/science teacher.

We recommend services and programs based on review of students' academic and assessment records.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our 9th and 10th grade ELLs made strong progress on the NYSESLAT with the support of a new pull-out class during the 2014-2015 school year. This group made progress on the Living Environment Regents examination as well. To further support ELLs, we hired a bilingual special education teacher in our ninth grade Regents preparatory science and math classes. We will assess the effectiveness of this program via MOSL assessments and Regents scores four times per year.

Our ELLs have struggled with Regents examinations, particularly the Global History exam. We have altered our programming to provide more targeted support, including a Global Studies ENL class for upper classmen. We will assess the effectiveness of this program based on January Regents scores.

12. What new programs or improvements will be considered for the upcoming school year?

Our ELLs have struggled with the Global History Regents examination, leading to a focus on Global History for 11th and 12th grade ELLs and an additional ENL advisory class for 10th graders.

We expanded support for ELL-SWDs with a new bilingual special education teacher for ninth grade math and science.

13. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued for the 2015-2016 school year.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We promote Regents preparation programs for all students, with particular recruitment among our ELLs. Our schedule allows all ELLs to participate in extracurricular programs. Our schedule includes two elective periods for all students. Although pull-out ENL takes up one of the elective periods, ELLs have the opportunity to select arts and other elective courses for the remaining elective period.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Bronx Envision Academy is an iLearn school, with access to Compass and PowerSpeak courses for newcomer ELLs. We also invest in Reading Plus to support ELLs with language acquisition. Reading Plus is integrated into the ENL pull out curriculum. We provide native language versions of texts in English class and audio books when available.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We utilize glossaries, audiobooks, translated materials, and modified texts to provide home language support in ENL.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Department teams meet twice monthly with a department facilitator to workshop upcoming projects. The ENL teachers collaborate with the principal to ensure that the schedule provides co-planning opportunities for ENL teachers and content area teachers.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Our bilingual guidance counselor supports newly enrolled ELLs throughout the year and hosts workshops for families. We welcome new students for a Summer Bridge program and Family Orientation program. We provide a tour and mentor student for all new incoming students who join the school mid-year.

19. What language electives are offered to ELLs?

We offer Spanish language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our ENL teachers participate in English and History department professional development (twice monthly throughout the year). They will participate in at least two school intervisitations during the 2015-2016 school year (December and April) and a Learning Walk (November and February). The ninth and tenth grade ENL teacher will participate in Columbia Teachers College's Argument Workshop (3 day training) in December and a full day workshop in November. We collaborate with the BFSC to provide targeted PD throughout the year for assistant principals, paraprofessionals, guidance counselors, special education teachers, psychologists, speech therapists, and secretaries.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
English and History teachers participate in coaching via the Institute for Student Achievement focused on Common Core alignment and support for all students. At least one history teacher will participate in intervisitations focused on supporting ELLs and turnkey learning for colleagues.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our ninth grade team meets weekly with a grade team leader and the support of the bilingual guidance counselor. The team provides support in developing advisory curriculum to support all students, including ELLs as they transition from middle school to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.
We collaborate with the BFSC to provide professional development focused on ELL needs to meet the 50% total for ENL teachers. We utilize teacher leaders to support with on-site professional development for all teachers to meet the 15% as per CR Part 154.2. We maintain records of professional development on file in the principal's office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We conduct parent meetings via 20 minute appointments with advisors. Our ENL teachers serve as advisors to around 50% of our ELL students and are scheduled to join conferences with the advisor of the remaining 50% of ELL students. We support with language interpretation and translation via TL translation funds for our bilingual staff. Meetings take place in fall and spring, adjacent to regular parent-teacher conferences to facilitate parent engagement.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

We maintain records of correspondence and parent meetings in Skedula logs and iLog.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our bilingual guidance counselor provides Spanish language interpretation and has presented workshops for parents about New York graduation requirements. Parental involvement in Parent Association meetings is low among ELL and non-ELL families, however, participation at parent-teacher conferences and at community celebrations and performances is strong among ELL and non-ELL families.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Not at present.

5. How do you evaluate the needs of the parents?

We monitor parent opinions via the School Survey results and through Parent Association and SLT meeting feedback throughout the year.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities support parents in understanding the college application and financial aid process. Workshops support parents in understanding academic requirements and their children's progress.

D. Additional Information

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

N/A

School Name: Bronx Envision Academy

School DBN: 12X511

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Emily Shu	Principal		
Angel Bookal	Assistant Principal		
	Parent Coordinator		
Daniel Burke	ENL/Bilingual Teacher		
Dalkie Martin	Parent		
Shannon Threatt, History	Teacher/Subject Area		
Eduvigen Mella, Spec Educ	Teacher/Subject Area		
	Coach		
	Coach		
Ariella Torres	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12X511** School Name: **Bronx Envision Academy**
Superintendent: **Elaine Lindsey**

Before you begin, please check the following:

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

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

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

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

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

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

Albanian (1), Arabic (2), Bengali (3), French (1), Spanish (120), Wolof (2)

Part B: Creating a Communications Calendar

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

School calendar, report cards, attendance reports (ATS), progress reports (generated from Skedula), announcements for concerts and school events, Parent Association Meeting announcements, Parent Workshop events

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

New Student and Family Orientation (September), Senior College Process Orientation (September), Parent Teacher Conferences (October and March), Curriculum Night (September), Guidance Workshops (throughout the year), Financial Aid Night (November), New Student Orientation (August), Ongoing Counselor and Social Worker Outreach, Weekly Teacher Phone Outreach

Part C: Providing Language Assistance Services

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

We utilize the technology available in Skedula to provide progress reports in parents' preferred language. Our community associate, bilingual school guidance counselor, dean, school aide, Spanish teacher, and paraprofessionals support with translation of documents into Spanish.

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

For non-Spanish languages other than English, we rely on the Translation and Interpretation Unit for support. For Spanish, we utilize the community associate, bilingual school guidance counselor, dean, school aide, Spanish teacher, and paraprofessionals to support.

Part D: Training Staff on Policies and Procedures

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

We will include the information in the staff handbook and in trainings for staff at the beginning of the year.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We will post a welcome poster in the main office and have available the Bill of Rights and Guide to Language Access in the main office and all guidance offices. We will ensure the Language ID Guide is at the security desk and main office.

Part F: Monitoring and Quality Control

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

We utilize results from the School Survey to gather feedback. We also hold focus groups with SLT parent members and volunteers for the Parent Association.