



BELL ACADEMY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

Revised 1-20-10

SCHOOL: 25Q294

ADDRESS: 18-25 212 STREET, BAYSIDE, NY 11360

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 294 SCHOOL NAME: BELL Academy

SCHOOL ADDRESS: 18-25 212 Street, Bayside, NY 11360

SCHOOL TELEPHONE: 718-428-0587 FAX: 718-428-0237

SCHOOL CONTACT PERSON: Cheryl Hatzidimitriou EMAIL ADDRESS: CHATZIDIMITRI
OU@SCHOOLS.
NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Catalina Marte

PRINCIPAL: Cheryl Hatzidimitriou

UFT CHAPTER LEADER: Christopher Hernandez

PARENTS' ASSOCIATION PRESIDENT: Jo Ann White

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 SSO NAME: ICI

SSO NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Cheryl Quatrano-Hatzidimitriou	*Principal or Designee	
Christopher Hernandez	*UFT Chapter Chairperson or Designee	
Jo Ann White	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gina Paese	Member/Teacher	
Catalina Marte	Member/Assistant Principal	
Suzanne Sperrazza	Member/Parent	
John Arlequin	Member/Para	
Tai Benes	Member/Parent	
Argie Agelarakis	Member/Parent	
Jennifer Cardillo	Member/Parent	

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

BELL Academy opened its doors in September 2007 through the Chancellor's small schools initiative. It serves the community of Bayside, and as an option school is also open to students from CSD 25 in Eastern Queens. It is a unique small school, designed to offer rigorous, individualized, project-based learning founded upon the Renzulli School wide Enrichment Model. Its collaborative school culture provides challenging, in-depth, enjoyable learning experiences for all of its students regardless of ethnic and cultural background, English language ability, and prior academic success. BELL celebrates individuality, creativity and diversity to develop creative problem solvers who feel they can make a difference in the world. The use of technology is imbedded into everyday instruction and at BELL the internet and especially video-teleconferencing are used to bring the resources of the world into our classrooms. The creation of cultural and international partnerships is ongoing and an integral part of our differentiated enrichment instructional program. Some of the more recent collaborations include: St. John's University, the CityLore Arts Program, the NY Hall of Science, CUNY/Gotham Center for American History, Korean Ministry of Education, the University of Connecticut, Teaching Matters Inc., the Jazz Standard, and the Anne Frank Center.

The key components of our school design are: (1) an individualized Talent Portfolio that provides data on each student's strengths, interest, and learning styles which drives instruction; (2) a program of project-based enrichment teaching and learning focusing on interdisciplinary studies, putting students in the role of investigator and first-hand creator rather than passive recipients of knowledge; (3) "Curriculum Compacting" (which substitutes works students already know with enrichment and acceleration activities), textbook analysis and curriculum mapping which enables students to learn something they select in an advanced way; (4) interest-based learning in areas both in and outside of the regular curriculum that allows students to pursue self-directed independent and small group projects in fields and topics of their own choice; (5) a rigorous ongoing assessment of student projects; exhibitions and portfolios – along with appropriate testing to monitor progress in learning and teaching linked to high standards and higher order thinking skills.

The goals of our school are to develop the talent potentials of young people by: (a) systematically assessing strengths and linking them to formative assessments that create individualized standard-based benchmarks for every student; (b) providing enrichment opportunities, resources, and services to develop the strengths of all students, and (c) using a flexible approach to curricular differentiation and the use of school time to improve student academic performance through a blend of standard curricular resources and engaging real-world project based individualized student activities; (d) the creation of a reflective, growth oriented, diverse learning community that engages students in meaningful and enjoyable learning; (e) creating school governance structures that promote mutual respect and cultural diversity including ecological sensitivity, democratic principals of decision making, and appropriate roles for students, teachers, parents, and administrators.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Bell Academy						
District:	25	DBN:	25Q294	School BEDS Code:	342500010294		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0			96.3	96.1
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0			94.1	92.1
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		0.0	55.7	36.4
Grade 6	0	97	94	Students in Temporary Housing - Total Number:			
Grade 7	0	90	107	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	96		-	0	0
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		0	20	15
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	0	187	297				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	11	11	Principal Suspensions	0	1	3
# in Collaborative Team Teaching (CTT) Classes	0	0	8	Superintendent Suspensions	0	0	0
Number all others	0	10	21	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	0	25	35	Number of Teachers	0	12	17

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	1	Number of Administrators and Other Professionals	0	5	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	0.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	0.0
				% more than 5 years teaching anywhere	0.0	66.7	64.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	0.0	83.0	82.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	0.0	97.0	94.3
American Indian or Alaska Native	0.0	0.5	0.7				
Black or African American	0.0	3.7	4.7				
Hispanic or Latino	0.0	24.6	21.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	40.1	37.0				
White	0.0	31.0	36.0				
Male	0.0	46.0	52.9				
Female	0.0	54.0	47.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
					√		√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	√	√				
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	-	-				
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander	√	√				
White	√	√				
Other Groups						
Students with Disabilities	-	-				
Limited English Proficient	-	-				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	5	5	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	W
Overall Score:	83.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:	13.4	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	22.4	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:	41.8		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	6		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 – = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◇ = Outstanding
 NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Since our establishment in September 2007, BELL Academy/MS 294 has achieved great success, even though our school has a limited budget. Our state ELA scores went up 9 points, with 86% of our students reading on a level 3 or 4 and our Math scores rose a point, with 92% of our students at level 3 or 4. BELL Academy is now receiving Title I funding because of the large diversified populations including, SPEDs, SETSS, and English Language Learners whose natively spoken languages are Korean, Cantonese, Mandarin, and Spanish. The demographics for the 2009 – 2010 school year shows we have a large Asian population. Many of the students were non-English speaking.

Our needs assessment is based upon the following data sources:

- School Environment Survey
- Progress Report
- Quality Review Self-Evaluation Survey
- Quality Review Summary Feedback
- Inquiry Team Data
- NYS Math and ELA scores (Gains Reports)
- NYSESLAT scores
- ATS and Student History Reports
- Student IEPs
- Renzulli Individual Student Interest Profiles
- TANs (Teachers Assessment Notebooks)
- Periodic Assessments (Acuity: Predictive and ITA, TCRWP Reading Level Assessments)
- Monthly diagnostic and formative assessments (teacher-generated)
- Quarterly Progress Reports
- Standards and Skills-based Content-Area Portfolios in all content areas
- Ongoing Conferencing

These data sources were discussed and analyzed in collaboration with the SLT, BELL Academy staff and Curriculum Cabinet.

What student performance trends can you identify?

According to our NYC DOE Progress Report 2008 – 2009, 86% of our students are performing at Proficiency (Level 3 or 4) in ELA and 92% of our students are performing at Proficiency (Level 3 or 4) in Math.

We have identified the following performance trends in ELA:

- 59% of our students made at least 1 Year of Progress
- 85.4% of our students in our school's lowest 1/3 made at least 1 Year of Progress; these students were among our ELLs, SETSS, and SPEDs
- The average change in improved proficiency among Level 1 and 2 students was .39%; these students were among our ELLs, SETSS, and SPEDs
- The average change in improved proficiency was 0% among our Level 3 and 4 students.

We identified the following performance trends in Math:

- 65% of our students made at least 1 Year of Progress
- 65% of our students in our school's lowest 1/3 made at least 1 Year of Progress
- The average change in improved proficiency among Level 1 and 2 students was .80%; these students were among our ELLs, SETSS, and SPEDs
- The average change in improved proficiency was .06% among our Level 3 and 4 students

What have been the greatest accomplishments over the last couple of years?

Accomplishments

BELL Academy is a third-year school with the privilege of writing a proposal in order to bring a vision to reality.

We are extremely proud of:

- Received a "Well-developed" on our Quality Review
- Met all state and AYP targets
- Honored as being in top ten Renzulli schools in NYC; one of only two middle schools
- Received an A on our 2008-2009 Progress Report
- Held our first Graduation Ceremony
- Implemented a Grade 8 Accelerated Math Regents Class to further enrich and extend students' Math skills in preparation for high school
- Established a Kaplan/BELL Academy SHSAT Prep Program to support Grade 8 students in the process of specialized high school application
- School-wide implementation of systems to generate, gather, and analyze a wide variety of formative and summative data to inform the instruction of individual students, groups of students, and the whole school
- Outstanding collaborative structures and use of data-driven planning among all the teachers in all core subjects
- Strong enrichment cluster program that promotes high levels of academic engagement by enabling students to utilize their talents and interests in order to improve learning
- Extensive partnerships with community-based organizations support and accelerate student outcomes by providing real-world connections and opportunities to apply academic content
- Highly effective systems promoting extensive staff professional learning that is improving student outcomes
- Parents value the professionalism and dedication of the staff members and the project-based learning that is supporting and promoting the personal growth of students and encourages parent involvement
- School leaders and staff collaborate in the evaluation of program effectiveness and modify organizational decisions to improve instructional practices and student achievement
- The setting of student learning goals in all core subjects facilitate and support increased student progress and achievement

- Schools gains in scores include a rise of 9% in ELA and 1% in Math. Over 86% of students read on or above level and 92% are on or above level in math.
- Creation of student electronic portfolios online
- Creation of student total talent portfolios which travel with students yearly

Areas of Distinction

- Renzulli Schoolwide Enrichment Model offering each student opportunities to find and develop unique profile of gifts and talents through differentiation in all content areas, enrichment clusters, monthly project-based thematic units, advisories
- Renzulli Learning System
- Videoconferencing
- Confratute-trained staff
- Residencies with ArtsConnection, Teaching Matters, City Lore, Teaching American History
- Collaborations with University of Connecticut, NY Hall of Science, Anne Frank Center, St. John's University, Jazz Standard
- Partnership with Urban Advantage Science Program
- BELL Academy Student Government involvement in school and community-based projects and events
- Community Service: Burlington Coat Factory Drive, Valentines for Veterans, Fort Totten Environmental Awareness, American Cancer Society Run for Life, Bayside Anglers Group, Ronald McDonald House, St. Jude's Mathathon, American Cancer Society: Daffodil Days, City Harvest.
- Extensive outreach to parents to encourage ongoing involvement and support

Schoolwide Initiatives and Instructional Priorities

- All BELL Academy teachers are programmed for weekly Grade Team Planning Meetings, which include collaborative instructional and lesson-planning workshops, the sharing of best practices among colleagues, interdisciplinary planning, team analysis of data, KID Talk, monitoring, reviewing, and revising of student goals, and establishing instructional priorities.
- Combine quarterly one on one meetings are set up with Principal and all staff members to discuss and adjust instructional practice and provide feedback
- Weekly administrative and curriculum cabinet meeting provide support for staff
- All BELL Academy teachers are programmed for departmental Common Planning Meetings for additional support sessions with the Instructional Coach, Principal, and Assistant Principal
- All academic school-wide initiatives among all core subjects are facilitated by the coach in support of teacher collaboration and alignment of curriculum goals
- Instruction and lesson-planning are informed and differentiated according to the results of assessed data (i.e., ELA, Math, NYSESLAT, Acuity Periodic Assessments, Renzulli Learning, IEPs, TC running records, writing assessments)
- All core subject teachers develop, generate, and administer diagnostic assessments and benchmarks on a regular basis in order to assess student growth and progress and plan differentiated instruction in support of student needs and strengths
- Summer Projects are assigned and assessed, in on-going support of literacy in all content-areas,
- Student achievement data and learning goals are monitored and reviewed by staff, allowing for revision of strategies on a regular basis
- School-wide goals are set and evaluated by teachers, parents, and students on a regular basis
- Students are aware of individual goals in all core subjects
- On-going teacher-student individual conferencing in all core subjects

- Extensive collaboration among the administrators, Coach, teachers, and staff during Grade Team Planning and Departmental Common Planning allows for ongoing KID Talk, a forum wherein teachers discuss goal setting for individual students within the content area grade. This supports the alignment of instructional SMART goals in all core subjects.

What are the most significant aids or barriers to the school's continuous improvement?

Barriers

- Budgetary concerns; Due to a middle class socio-economic status, our students receive little or no funding from government or foundation sponsored grants
- Limited space; shared common areas

Aids

At BELL Academy, collaboration and support among administration, teachers, and parents are essential and encouraged.

- Ongoing collaborative planning and monitoring of goals by administration, instructional cabinet, Coach, content area teachers, Inquiry Team, and support staff
- Goals and objectives are determined by analysis of student data (i.e. Acuity Periodic Assessments, portfolios, projects), teacher data (Teacher Assessment Notebook (TAN) conferencing, observations), and support staff data (IEPs, PPT meetings)
- Ongoing quarterly feedback and evaluations from teachers, parents, students, and support staff
- Progress Reports monitor and evaluate the meeting of set goals and the need for resetting or change in plan; parents are informed and updated of individual instructional priorities of students.
- Study groups with coach as per needs assessment
- Collaborative team planning wherein teachers engage in study and discussion groups to share best practices and methodology in differentiation of instruction
- Coach provides ongoing instructional support and ongoing PD workshops
- Teachers provide "Peer PD" by sharing and modeling best practices
- Regularly scheduled classroom intervisitations among teachers in all content areas
- Teachers regularly review student data collaboratively and revise instructional strategies to meet goals
- Monthly goal-setting, assessment, and evaluation, monitoring the progress and or identifying areas in need of revisiting
- ESL, SETSS, and AIS providers service students according to their assessed needs, as depicted by all student data
- Renzulli Learning Profile is distributed to all teachers for all of their students and analyzed thereby facilitating the setting of instructional goals based upon the identification of schoolwide trends and individual student interests, learning styles, expressions, strengths, and areas in need of support.
- Enrichment: Students are placed in groups by interest and teachers lessons to develop interest based learning in the classroom
- School Inquiry Team collects, monitors, and analyzes data of targeted at-risk students to assess the success of instructional methodologies and resources
- AIS services for all identified AIS students in Math and ELA (TIER I: differentiated classroom based support and TIER II: supplemental support services, including extended day)
- ELA Leveled Classroom Libraries facilitate and support independent reading

- Ongoing instructional support of teachers in all content areas through a variety of PD opportunities and workshops offered by Network specialists and other outside providers
- Small school setting allows for every child to be known to every professional at BELL Academy

Instructional decisions regarding the school's improvement are arrived at in a collaborative manner at BELL Academy. Ongoing input and feedback regarding school-based plans and initiatives are welcomed and sought through:

- Quarterly parent, teacher, and student evaluations
- School Leadership Team Meetings
- Coach
- PTA meetings
- One-on-one principals meeting with staff
- Department meetings with Assistant Principal
- Grade meetings
- Faculty conferences
- UFT Consultation Committee meetings
- PPT meetings
- AIS meetings
- School Inquiry Team meetings
- Building Council Meetings
- School Enrichment Model Mentors
- Parent Workshops and Breakfasts
- Cluster Enrichment Leaders
- Student Government
- BELL Academy website
- Members of community-based organizations

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

GOAL One: Renzulli Personal Success Plan (PSP)

By June 2010, a minimum of 90% of all 8th graders will successfully complete the Renzulli Personal Success Plan (PSP) as evidenced by completion of a prescribed final project which indicates successful completion of all prior criteria.

GOAL Two: Inquiry Team

During the 2008-2009 school year, 100% of the ELA and Math teachers were involved in the school's inquiry work. By the end of the 2009-2010 school year, a minimum of 90% of content area teachers will be engaged in inquiry work as evidenced by data analysis reports, faculty conferences and classroom usage.

GOAL Three: Differentiated Instruction (DI)

By June 2010, 100% of all teachers will improve their implementation of differentiated instruction strategies as a result of participating in professional development sessions focused on deepened differentiated instruction that addresses the needs of all students, as evidenced by written documentation of formal and informal classroom observations.

GOAL Four: Professional Development:

By June 2010, 100% of all teachers will have developed an individualized Professional Development Plan focusing on instructional strategies designed to improve student achievement as evidenced by a written plan document and related instructional lesson plans implemented and observed in the classroom through formal and informal observations.

GOAL Five: Writing through Reading

By June 2010, there will be an improvement in student proficiency in reading comprehension skills in all content areas and grades through the implementation of vocabulary development strategies as measured by ELA and content area standardized test scores and enrichment projects as compared with the previous year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Renzulli Personal Success Plan (PSP)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least 90% of all 8th graders will successfully complete the Renzulli Personal Success Plan (PSP) as evidenced by completion of a prescribed final project which indicates successful completion of all prior criteria by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. To participate in pilot PSP program 2. To send facilitator for training 3. To complete assessments as required of new system 4. To go through PSP, assigning and completing projects. 5. To develop schedule allowing one period per week devoted to PSP. 6. To develop rubric for final project.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Scheduling students for one period a week with the technology social studies teacher. • Our Renzulli Coordinator will attend Summer Institute at the University of Connecticut utilizing UConn grant funds. • Teachers will receive on-going support through a special grant and collaboration with Renzulli Learning • Purchase workbooks to coordinate with on-line program utilizing Title I funding • Provide parent workshops as needed in Renzulli Learning program utilizing Title I Parent set-aside funds.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Completion and evaluation of interim student projects assigned to students on a differentiated basis. • Evaluation of Teacher Lesson plans for (PSP) related activities • Student-generated portfolio evidence of differentiated tasks/applications

Subject/Area (where relevant): **Inquiry Team**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2009-2010 school year, a minimum of 90% of content area teachers will be engaged in inquiry work as evidenced by data analysis reports, faculty conferences and classroom usage.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. All teachers will participate in periodic Professional Development with the Inquiry Team core members. 2. All teachers will participate in monthly Kid Talk meetings to evaluate progress of Inquiry Team students. 3. The additional team is piloting the Renzulli reading project with a group of students once per week after school. 4. A sixth grade ELA teacher will work in conjunction with the after-school program implementing project-based work during the ELA time with a select group of students. 5. The data specialist will provide support to the teams providing data. 6. Inquiry Team Guidelines and Overview will be the focus of Team Planning sessions. 7. All teachers will participate in monthly Kid Talk meetings to evaluate progress of Inquiry Team Students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Schedule by-monthly Inquiry Team Meetings among Instruction Cabinet and ELA teachers 2. Weekly meeting with Coach funded by CFE funds 3. Monthly meeting with Assistant Principal 4. Per Session for Inquiry Team Members/Data Specialist scheduled 5. Period in Data Specialist, Coach Program, and Enrichment Coordinator to work on progress of Inquiry Team Students 6. Per Session for Inquiry related professional development for ELA teachers using Title I funding 7. Monthly Kid-talk meetings with staff
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Team meeting Sign-ins and Agendas 2. Progress Notes 3. PD agendas and sign-ins 4. Copy of CFI Interface documentation on our Inquiry Team and documentation from Interface of number of participating teachers

Subject/Area (where relevant): Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of all teachers will improve their implementation of differentiated instruction strategies as a result of participating in professional development sessions focused on deepened differentiated instruction that addresses the needs of all students, as evidenced by written documentation of formal and informal classroom observations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Renzulli interestalyzer/PSP 2. Train teachers in the use of ARIS, NYSTART, Acuity to assess and analyze data. 3. Meet with teachers and the instructional coach in regard to how their data from Periodic Assessments/classroom assessments will determine targeted lesson planning for students 4. Weekly meetings with coach 5. Monthly meetings with assistant principal 6. Individual bi-annual meetings with principal
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Scheduling of Professional Development funds</p> <ul style="list-style-type: none"> • PD (Protraxx) • Professional development training utilizing Title I PD set-aside funds • Scheduling of mandated grade meeting weekly • Scheduling of weekly common prep for department meetings • Scheduling of coach
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Student Portfolio Assessments • Student Skills Folders • Formal and informal observations • Lesson plans • Coach's notes • Assistant Principal's notes • Principal's notes

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of all teachers will have developed an individualized Professional Development Plan focusing on instructional strategies designed to improve student achievement as evidenced by a written plan document and related instructional lesson plans implemented and observed in the classroom through formal and informal observations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. To meet with principal quarterly one-on-one 2. To set up coach schedule to reflect PD needs of teachers 3. To set up weekly Common Planning Department Meetings in teacher schedule 4. To set up Grade Meetings weekly (Team Planning) which is mandated 5. To set up Intervisitations in and outside of school 6. Professional Development needs assessment completed by each teacher 7. Develop study groups 8. To distribute quarterly teacher evaluations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Professional Development as offered by NYCOIT/NYCDOE • Study groups as per needs assessment • Weekly coaching/follow-up • PD funded by Title I funds set-aside • Renzulli Learning grant funded activities
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Coach log 2. PD log 3. Observations – formal and informal 4. Assistant Principal notes 5. Principal notes 6. Lesson plans

Subject/Area (where relevant): Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be an improvement in student proficiency in reading comprehension skills in all content areas and grades through the implementation of vocabulary development strategies as measured by ELA and content area standardized test scores and enrichment projects as compared with the previous year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All content area teachers to focus upon ongoing writing skills, including Meaning, Development, Organization, Language Use, and Mechanics • Analysis of data and assessments will be interdisciplinary and collaboratively designed • Benchmark assessments to be given quarterly • Implementation of writing strategies across the curricula in all core subjects based upon NYS Assessments
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Weekly Team Planning • Weekly Department meetings with coach, AP or Principal • Professional Development dedicated to strategies across the curriculum funded by Title I set-aside • NYS Assessment in all content areas (Grades 6, 7, 8) to be used as models • Intervisitations for sharing best practices
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will build writing skills as measured by quarterly interdisciplinary benchmark assessments in all content areas • Student writing will improve in the content areas as evidenced by ongoing assessment: Teacher benchmark assessments, portfolio assessment, application of vocabulary in all content areas (i.e., ELA Writer's Sourcebooks, Responses to Literature, Social Studies DBQ Responses, Science Lab Writing, Math Sourcebooks and Constructed Responses, Spanish Portfolios, Tech notebooks, and Physical Education Written Assessments)

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT

FOR ALL SCHOOLS
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

******PUT IN SOME NUMBERS FOR THE LAST THREE COLUMNS –YOU MUST SERVE SOME STUDENTS AT SOME TIME...**

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	16	1	9	10	2	2	1	1
7	20	2	6	7	2	2	2	1
8	26	2	8	11	2	1	1	2
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> • Extended Day • Special Education Teacher Support Services • In Class Differentiation 	<ul style="list-style-type: none"> • Provided on Tuesdays, Wednesdays and Thursdays from 2:10 PM until 3:00 PM for grades 6, 7, 8. Instruction is provided in small groups of no larger than 10 students. The supplemental text used for all students including ELLs and students with disabilities is the <u>Ladders to Success Program</u> by Coach Triumph Learning. Teachers focus on the strategy of re-telling of information and inferencing. • Special Education Teacher Support Services – pullout services to IEP mandated students of no more than 8 students using differentiated and SRA reading program materials. The SETSS teacher focuses on the strategy of re-telling of information and inferencing. • Students work in individual skills-based folders during language arts class to address specific needs according to different reading levels. Teachers differentiate by administering pre-tests and use the <u>Coach</u> book as a supplemental text. Teachers focus on the strategy of re-telling of information.
<p>Mathematics:</p> <ul style="list-style-type: none"> • Extended Day • In Class Differentiation 	<ul style="list-style-type: none"> • Provided Tuesdays, Wednesdays, and Thursdays from 2:10 PM to 3:00 PM. Instruction is provided in small groups no larger than 10 students per grouping. All math AIS students work in individualized folders with materials culled from Impact Math Connect and Extend activities. Students receive a pre-test to ascertain level so that appropriate materials are chosen. Students focus on explaining both orally and in writing how specific math problems are to be tackled. • Students work in individual skills-based folders during math class to address specific needs. Materials are taken from the Impact Math Connect and Extend activities. Teachers focus upon the identification of multiple ways of problem solving.
<p>Science:</p> <ul style="list-style-type: none"> • In Class Differentiation 	<ul style="list-style-type: none"> • Students work in individual skills-based folders in science class to address specific needs. 6th graders utilize extended activities from Foss program. Differentiated activities are selected using students project menus according to interest, abilities and process. Grades 7 and 8 students utilize supplemental materials found in Glencoe Science books. Science teachers use the re-telling strategy to check for comprehension.

<p>Social Studies:</p> <ul style="list-style-type: none"> In Class Differentiation 	<ul style="list-style-type: none"> Students will work in individual skills-based folders in social studies class to address specific needs. Differentiated work packets for all students including ELLs are culled from supplemental materials from Holt McDougal series Grades 7 and 8 American History text and the Grade 6 Social Studies thematic core curriculum unit kits. Teachers work on the strategy of re-telling of information to check for comprehension.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> At-Risk counseling is to help all students, including ELLs and students with disabilities, demonstrate age appropriate social-emotional development and skills that would reinforce their academic skills. The services are provided through small groups of 3 to 4 students once per week on Tuesday or Thursday.
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist sees several students at this time for at-risk services. At bi-monthly PPT meetings, which are comprised of teachers, guidance and related support service providers, teachers, administrators and others as needed, decisions are made as to students' situations and recommendation for evaluations and services are made. The decisions are consistently re-evaluated and revised recommendations are made and services are provided.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The school social worker sees several students at this time for at-risk services. At bi-monthly PPT meetings, which are comprised of teachers, guidance and related support service providers, teachers, administrators and others as needed, decisions are made as to students' situations and recommendation for evaluations and services are made. The decisions are consistently re-evaluated and revised recommendations are made and services are provided.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District District 25	School BELL Academy/MS 294
Principal Cheryl Quatrano–Hatzidimitriou	Assistant Principal Catalina Marte
Coach Effie Yalias	Coach
Teacher/Subject Area Tracy Riehl/ESL	Guidance Counselor Lisa Bonjovi
Teacher/Subject Area	Parent
Teacher/Subject Area type here	Parent Coordinator Marina Mrazovic
Related Service Provider	SAF
Network Leader Diane Foley	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	307	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	13.03%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

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

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

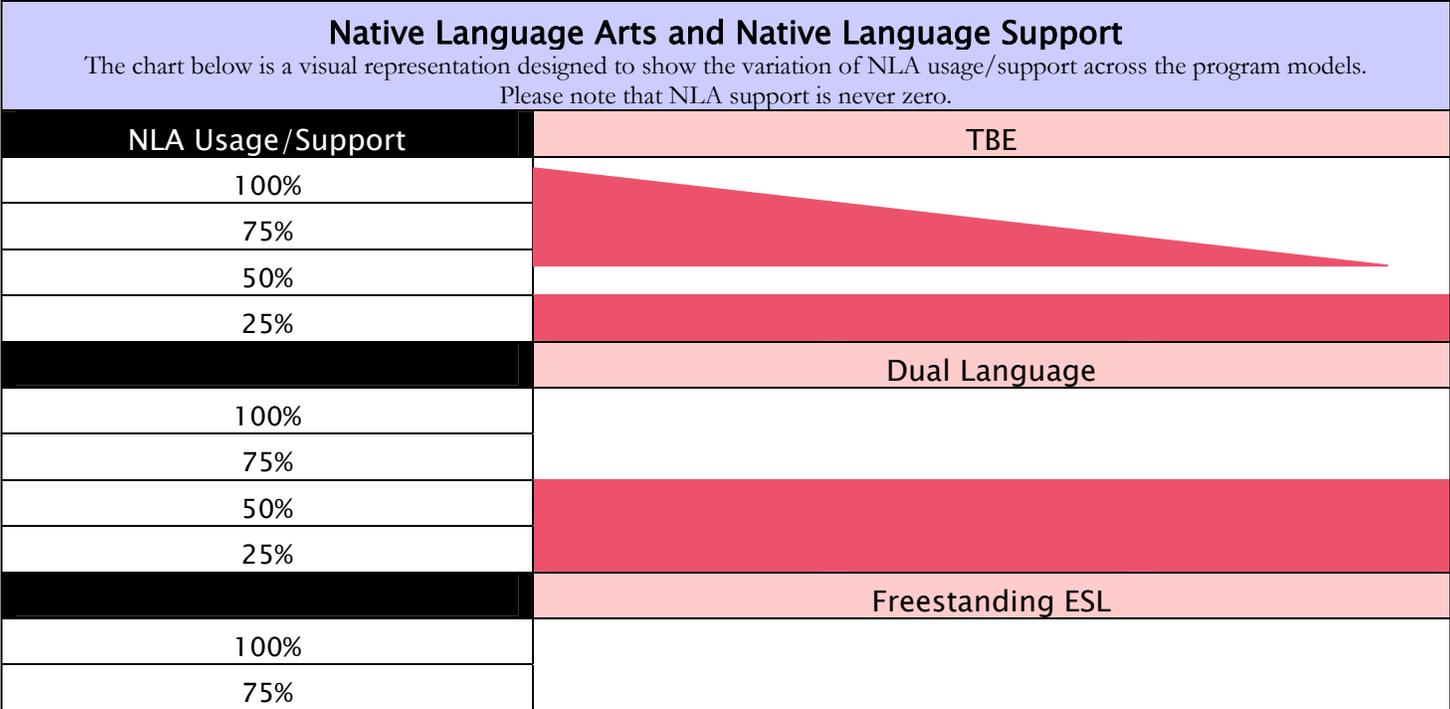
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							1	0	3	4
Chinese							11	9	8	28
Russian							0	0	0	0
Bengali							0	0	0	0
Urdu							0	0	0	0
Arabic							0	0	0	0
Haitian Creole							0	0	0	0
French							1	0	0	1
Korean							2	3	2	7
Punjabi							0	0	0	0
Polish							0	0	0	0
Albanian							0	0	0	0
Other							0	0	0	0

Programming and Scheduling Information

TOTAL	0	0	0	0	0	0	15	12	13	40
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							10	7	6	23
Intermediate(I)							1	1	3	5

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

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

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

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Catalina Marte	Assistant Principal		
Marina Mrazovic	Parent Coordinator		
Tracy Riehl-Spiegel	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Effie Yialias	Coach		
	Coach		
Lisa Bonjovi	Guidance Counselor		
	School Achievement Facilitator		
Diane Foley	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

BELL Academy implements a Pull-Out/Push-in program to provide ESL instruction solely in English by one full-time certified ESL teacher. Three hundred and sixty minutes (360) of ESL instruction is given to Beginning and Intermediate 6th and 7th and 8th grade ELLs and one hundred-eighty minutes (180) of ESL instruction is given to Advanced 6th and 7th and 8th grade ELLs as determined by the NYSESLAT or LAB-R. The Push-In program provides ELL instruction and additional support in the Language Arts, Math, and Social Studies classes. The three options were presented and Parents opted for the ESL program that we offer in our school as opposed to other bilingual program, and dual language program.

Instruction is given in English and is supported by using ESL methodologies. ESL students are mainstreamed in all academic and non-academic classes. BELL Academy implements and supports the workshop model and incorporates ESL strategies in the content areas such as scaffolding and differentiating. They participate in each class, receiving additional support and differentiated instruction. The ESL curriculum supports the Language Arts curriculum, revolving around the Workshop Model and Balanced Literacy to enhance instruction. Guided reading, silent reading, small group instruction and cooperative learning groups facilitate interdisciplinary and standards-based instruction. All ELL students are actively participating in Renzulli learning.com, the website that supports and enhances the learning taking place in the school. BELL Academy provides continuing transitional support for students reaching proficiency on the NYSESLAT. Native language support is provided if needed from staff members and each classroom has native language/English dictionaries.

ELL students participate in the mandated AIS program held three times a week for 50 minutes. The Extended Day/AIS program also provides the students with targeted instruction in their needs area using a variety of materials and media within small group instruction focusing on their writing skill.

Title III Plan

They also participate in various activities that promote English language learning through our St. John's/Ozanam after-school program held at BELL from October through May, four hours a week, on Mondays and Wednesdays, all year long. A licensed ESL teacher, assisted by St. John's interns, work with the students for two hours per week in this program. A licensed ESL teacher, as well as a bilingual Korean teacher will conduct 9 Literacy Skills sessions, 3 hours each from February through April from 9-12PM. Laptop computers will enable students to work on individualized pieces of work through Renzulli Learning, our technology-based program. Parent/Community involvement includes ongoing Parent Orientations, Parent-Teacher Conferences, individual parent meetings and phone calls, and quarterly Parent Breakfast Meetings. A licensed Guidance Counselor holds four workshops a year, during after-school hours, each assisting families in assimilation into the American culture. Notices distributed to parents are available in the native language as needed. Three staff members speak the ELLs languages (Spanish, and Korean) if translation is needed (phone calls, letters, meetings). At registration, the newcomers complete an HLIS which indicates that a language other than English is used in the home. Parents are notified in writing (parent entitlement letter) when student is determined to be ESL.

Instruction is targeted and differentiated based upon the proficiency levels and areas of strength and weakness. Students are encouraged at all times to utilize English/Native language dictionaries and to read in their native language. A Mandarin speaking paraprofessional pushes into the 8th grade class of a self-contained ESL student and works the extended day by pushing into the beginners and intermediate students' classes during AIS. A Korean speaking guidance counselor translates all materials and contacts and meets with parents on a regular basis. An ESL and Korean bilingual Science teacher assist students for three hours a week on 9 Saturdays to teach literacy skills. Almost all ESL students participate in these programs. A guidance counselor conducts parent/student workshops after school to assist with assimilate families into their new country, since the majority of our ESL population is brand new to the country. Two computers are used to assist students with their internet and other projects. A series of instructional materials are used with these students both after school and on Saturdays.

Staff Development consists of the ESL teacher meeting with colleagues at weekly Team Planning meetings which are programmed into her schedule and that include addressing the needs of the ELL students with a focus on differentiated instruction. She also meets with the entire Language Arts Department every week or planning and evaluations of students' progress. The ESL teacher also with the coach twice a week to develop strategies for implementation of all ESL instruction.

Ongoing workshops and training are provided on such topics as differentiated instruction, effective classroom management, and implementation of best practices, using data analysis to drive instruction, integrating technology and infusing the arts into the curriculum. The ESL teacher, the Assistant Principal and literacy coach attend ELL professional development workshops and turnkey the information to the BELL staff. In addition, staff members are encouraged to attend outside of school professional development workshops and conferences. All staff members are required to attend the summer Renzulli Confratute program at the University of Connecticut. At this time, two 6th graders – ELLs require CTT and Speech and Hearing instruction.

We do not offer Project Jump Start program at the present time. The LAP team members are Catalina Marte (Assistant Principal), Tracy Riehl (ESL teacher), Marina Mrazovic (Parent Coordinator), Effie Yialias (Coach), Yang Synn (Guidance Counselor), and Tracy Mancini (Intake Secretary). Tracy Riehl is a fully certified ESL teacher at BELL Academy/MS 294. A signed copy of the LAP is on file at BELL Academy.

ELL Demographics: Our program model is a Freestanding ESL program. There are three Special Education students who receive services. They are all mandated for ESL based on their IEP.

There are 2 SIFE (students with interrupted formal education) currently in attendance at BELL Academy/MS 294.

There are 309 students attending BELL Academy. Out of those students, 40 are ELLs, spread among the 6th, 7th, and 8th grades. This translates to 14 % of the school's population. We now have 13 6th grade, 12 7th grade, and 14 8th grade ELL students. Our ELLs speak four different languages: Spanish, Korean, French, and Chinese.

Languages spoken amongst the three grades:

	Chinese	Korean	Spanish	French
Grade 6	11	1	1	1
Grade 7	9	3	0	0
Grade 8	8	2	4	0

Years in ESL

6+ years: 4	(0-grade 6, 1-grade 7, 2-grade 8)
4-6 year ELLs: 10	(3-grade 6, 4-grade 7, 3-grade 8)
3 years or less: 5	(2-grade 6, 0-grade 7, 3-grade 8)
Newcomers (1 year or less): 20	(11-grade 6, 6-grade 7, 6-grade 8)

Parent Program Choice:

Upon registration to BELL Academy, the ESL pedagogue explains and administers the HLIS form to the parent/guardian. If needed, the Chinese Bilingual paraprofessional assists the ESL pedagogue and the parent/guardian.

Parent Program Choice (as per the Orientation Meeting and Parent Program Choice Selection Sheet) is always Freestanding ESL. Parent Orientations are scheduled on an ongoing basis as needed. During the Parent Orientation, the video is shown and questions answered by the ESL teacher and our bilingual staff members, which include our Assistant Principal who is fluent in Spanish, our Chinese bilingual paraprofessional and our guidance counselor who is fluent in Korean.

Our newly enrolled ELLs (to the school and/or to the country): 17 Beginners, 1 Intermediate. Our one student in grade 6 is proficient in Reading/Writing but almost proficient in Listening/Speaking. These modality strengths and weaknesses are based upon the NYSESLAT scores of 2008 and the LAB-R scores of Fall 2008 and Winter 2009.

Assessment Analysis

NYSESLAT

Our newly enrolled ELLs (to the school and/or to the country): 16 Beginners

Students in an ESL program 3 years or more: 18 (1 Beginner, 3 Intermediate, 15 Advanced)

With the exception of 1 student in 6th grade, all our students' strengths are more in the Listening/Speaking modality and their weaknesses are in the Reading/Writing modality. Our one student in grade 6 is proficient in Reading/Writing and almost proficient in Listening/Speaking. These modality strengths and weaknesses are based upon the NYSESLAT scores of 2008 and the LAB-R scores of Fall 2008 and Winter 2009.

**Title III LEP Program
School Building Budget Summary**

Form TIII – A (1)(b)

School: BELL Academy MS294

BEDS Code: 342500010294

Title III LEP Program

School Building Budget Summary

Allocation Amount: \$15,000		
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)	\$10,200.00	135 hours of per session x \$49.89 per hour = \$6,735.15 for ESL and General Ed teachers 27 hours of per session X \$52.21 per hour = \$1,409.67 for supervisor for program 27 hours of per session X \$30.74 per hour = \$829.98 for secretary per session for program 22 hours of per session X \$53.63 per hour = \$1,179.86 Supplemental Guidance Services for ELL students to support families with all issues, workshops, etc.
Supplies and materials	\$4,500.00	\$2,300 supplementary instructional materials \$2,200 computers for supplementary programs
Parental Involvement	\$300	Refreshments
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The needs for written translation and oral interpretation at BELL Academy were assessed through the Home Language Assessment Survey to determine the predominant languages spoken by our parent population.

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

A review of the survey data indicated that only a small percentage of the BELL Academy parent population requires written communication or oral interpretation in languages other than English. The languages for which the parents need language assistance services are Spanish, Korean, and more increasingly Chinese.

Part B: Strategies and Activities

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

All communication issued by the DOE will be sent home in both English and in identified languages whenever a translation in those languages is provided by the DOE. Reflecting the findings stated in Part A, section 2, and taking into account a limited BELL Academy parent population requiring translation and interpretation services in their home languages, all written communication issued by the school will continue to be sent home in English. However, all correspondence will be clearly marked with a stamp stating that it contains important information and the parents should have someone translate it for them into their home language. The parents will be notified that school correspondence will bear such a stamp, and that the parents may also contact the school to have a staff member translate the documents to them in their home language. School issued documents will include such correspondence

as letters, flyers, notices, reminders, permission slips, consent forms, school policies, calendars, newsletters, parent handbook, brochures, and any other type of document identified by as needed by the activity undertaken. With adequate lead time available, written translation services will be procured from the Translation and Interpretation Department of the DOE. When necessary, written translation services will be contracted from an authorized DOE vendor.

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

Oral interpretation services will be provided primarily by staff members in the identified major language needs, i.e. Spanish, Chinese and Korean. This will include oral interpretation at parent workshops, teacher meetings with parents, presentations, assemblies, etc. Additionally, staff members employed at the school will be available to provide oral interpretation in Italian, Greek, and Croatian as well. If available, per session money will be used to pay staff members to translate during PT conferences, PTA meetings, and individual conferences during the year if they are conducted after school hours. Assistance will also be solicited from parent volunteers whenever possible.

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

The school will provide parents who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages (Spanish, Chinese, Korean), and with instructions on how to obtain such services.

The school will provide in a conspicuous location, at or near the main school entrance, signs in the covered language (Spanish, Chinese, Korean) indicating the office where a copy of the written notification can be obtained.

The school's safety plan will contain procedures ensuring that the parents needing language assistance services are able to communicate with school staff in time of any emergency.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$115,000		\$115,000
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,159		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7,616		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$11,592		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. N/A

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PARENT INVOLVEMENT PLAN **2009 - 2010**

BELL Academy believes that parent involvement in the educational process is a vitally important factor in our children’s education. Parents are a child’s first educator. Our **Parent Involvement Plan** strives to nurture a meaningful and mutually satisfying and productive relationship between the students, parents, staff and community-based organizations involved with BELL Academy. We wish for our students’ parents to be involved, and to feel **WELCOME** and help us make a difference in their children’s education.

Following is a description of measures put into place to ensure growing parental involvement at BELL Academy. This **Parent Involvement Plan** and its integral component, the **Home-School Compact** agreement, were developed through a series of interactions with the School Leadership Team, school administration and BELL Academy’s parents. The Plan is in compliance with all NYC Department of Education Chancellor’s Regulations, Title I guidelines, and any applicable regulations governing parental involvement.

We hope that BELL Academy’s parents will show their support for the school by participating in the *Parent Teacher Association* and on the *School Leadership Team*, attending *Curriculum Night* and *parent-teacher conferences*, becoming trained *Learning Leaders volunteers*, participating in *videoconferences*, supporting school *fundraisers*, and sponsoring special events such as the *BELL Academy Talent Show*. Parents are encouraged to contribute to and be involved in BELL’s innovative enrichment cluster celebration. They also have many *opportunities to be included* in their child’s school life by volunteering for field trips, assembly programs and other activities throughout the year.

Communication between the parents and the school *is a top priority* for BELL Academy. Parents are kept up-to-date with a *weekly school calendar*, sent home via e-mail and with students. This calendar includes all upcoming events. Every effort is made to keep parents informed and involved in their children’s academic life through *phone calls, school hand-outs, e-mails and workshops*. *Parent concerns* are always addressed immediately, completely and discretely. All parents and students are assured that staff will maintain utmost *confidentiality* whenever any matter involving either a parent or a student is discussed, and their *rights to privacy* strictly observed.

BELL Academy also distributes a *parents’, students’ and staff needs assessment survey* on a quarterly basis. The results help determine areas of interest, as well as those in need of improvement or change. With the assistance of administrators, staff, parents and students,

BELL hopes to help its students not only achieve, but surpass the State's grade performance standards. The staff will continue to provide many services through the use of the school's extended day contract and be available for discussions to help find solutions for any student having difficulties.

Each marking period the *high achievers are celebrated* during a PTA assembly. A *dedicated parent bulletin board* keeps parents informed of all BELL Academy happenings, news, and topics relevant to middle school, the NYC Department of Education and the community. The *student bulletin board proudly displays Honor Roll and Perfect Attendance achievers*. BELL Academy strives to instill in its students a feeling of pride in all their accomplishments to motivate them toward ever-increasing successes.

BELL Academy hopes to establish and maintain a strong parent, staff and student relationship; one which will honor and celebrate its students' academic success, progress, attendance and discipline. We want all parents to be involved in their children's school lives and are open to finding any and all ways to accomplish this. It is because of the staff, students and parents that BELL Academy had such a successful first year with many more to come!

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PARENT SCHOOL COMPACT 2009 –2010

As a staff member at BELL Academy, I agree to:

- Provide a stimulating and rigorous education to help your child reach his/her highest potential.
- Strive to present the instructional material in a stimulating and informative manner.
- Meet the academic needs of your child through class work and homework.
- Provide assessment and feedback on how your child is progressing academically.
- Offer a happy and healthy school environment and be available to actively participate in your child's education.
- Maintain accurate records of any request or concern submitted by a parent.
- Continue to enforce and observe the parents' and students' rights to privacy and confidentiality, as outlined in Chancellor's Regulation A-820 in compliance with the Family Educational and Rights to Privacy Act.

As a parent of a child at BELL Academy, I agree to:

- Make sure my child attends school daily and arrives promptly at 7:50 AM.

- Communicate with my child as to his/her performance and play an integral role in assisting in his/her learning.
- Be as involved as possible with my child's education and be included, when appropriate in decision-making pertaining to his/her educational/disciplinary actions.
- Check with my child for any information sent home and check Bell Academy's e-mails.
- Be available for all parent/teacher conferences and communicate with the staff pertaining to any concerns about grades, schoolwork and behavior.
- Allow reasonable time for the school to respond to any request or concern I submit.
- Check and sign my child's planner daily.

As a student at BELL Academy, I agree to:

- Be in attendance every day and arrive at 7:50 AM.
- Come to school prepared for instruction and ready and willing to learn.
- Actively take part in class activities, complete all my class work and homework in a timely fashion.
- Behave and follow the directions of the staff members in the classrooms, hallways, gym and cafeteria.
- Deliver all hand-outs and flyers to my parents upon receiving them.
- Be kind and respectful to all staff and peers.

Both the PIP and Compact are annually reviewed by the Parents Association in June during a special meeting.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. See Needs Assessment Page 9
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Please see Schoolwide Initiatives and Instructional Priorities on page 11 and Aids on page 12.

3. Instruction by highly qualified staff.

All teachers are highly qualified and deliver scientifically research-based instruction in all classes as described in Schoolwide Initiatives and Instructional Priorities on page 11 and Aids on page 12.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The coach schedules all staff as needed for ongoing support, team planning is built into staff schedules once a week, all new staff attend Confratute (week long Renzulli conference at UConn in the summer), the assistant principal and principals conduct trainings at faculty conferences monthly, the coach conducts trainings on an ongoing basis.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. N/A

All BELL Academy teachers are highly qualified and as a new school we have no vacancies.

6. Strategies to increase parental involvement through means such as family literacy services.

We will be having a Parent-Student Workshop at the Hall of Science, promoting parent involvement with student academics. Parents and students will be able to participate in an after school/weekend activity, as well as tour the museum and learn more about the science curriculum for the middle school years.

Subject/Area (where relevant): Parental Involvement

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers have the ability to participate in decision making in the school through ongoing meetings/conferences: weekly team planning, weekly coaching, weekly department meetings, monthly faculty conferences, one on one meetings, and quarterly teacher evaluations.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See AIS program on page 19

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As a SWP school, Title I funding is coordinated with all other funding to create a comprehensive instructional program. This includes competitive funding such as Teaching American History grant and an arts education grant through City Lore.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

N/A

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement N/A

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement N/A

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) N/A

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Weekly curriculum cabinet meetings, Administrative cabinet meetings, Department meetings, Grade Meetings, Coaching sessions, study groups in which curriculum, scope and sequence, pacing calendars, and all other materials and topics related to coherence are distributed and discussed and disseminated to all teachers. Follow up includes formal and informal observations on an ongoing basis including newly implemented instructional rounds. The coach develops personalized mentoring plans for all teachers, with an emphasis on new teachers to make sure there is alignment across grades and departments. The coach, who is ESL licensed, regularly meets with the ESL teacher to align all aspects of the push in and pull out program for ESL students. The coach also meets with departments to order materials and conducts ongoing trainings with the entire staff in differentiated instruction.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Several meetings were held to review the findings of the curriculum audit and it was found that this is not applicable to our school. Student performance meets and/or exceeds all of our targets, state standards, city expectations, and all scope and sequence alignments.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Weekly curriculum cabinet meetings, Administrative cabinet meetings, Department meetings, Grade Meetings, Coaching sessions, study groups in which curriculum, scope and sequence, pacing calendars, and all other materials and topics related to coherence are distributed and discussed and disseminated to all teachers. Follow up includes formal and informal observations on an ongoing basis including newly implemented instructional rounds. The coach develops personalized mentoring plans for all teachers, with an emphasis on new teachers to make sure there is alignment across grades and departments. The coach, who is ESL licensed, regularly meets with the ESL teacher to

align all aspects of the push in and pull out program for ESL students. The coach also meets with departments to order materials and conducts ongoing trainings with the entire staff in differentiated instruction.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Several meetings were held to review the findings of the curriculum audit and it was found that this is not applicable to our school. Student performance meets and/or exceeds all of our targets, state standards, city expectations, and all scope and sequence alignments.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school curriculum is delivered by the workshop model of instruction in every classroom. We follow the Renzulli interest based and project-based learning model as well, which means that students work in groups. These structures provide for maximum student engagement at all times. These practices are both research based and award-winning. Teachers are constantly intervisiting with each other to promote the dissemination of best practices. Teachers attend study groups and ongoing trainings in differentiation of instruction to address all special needs of students in their classrooms.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Several meetings were held to review the findings of the curriculum audit and it was found that this is not applicable to our school. Results from quarterly student evaluations show that students enjoy and are learning in their classes. We had over 800 applicants to our school this year based upon our reputation. Parents provide feedback on an ongoing basis, both through weekly correspondence with the parent coordinator or through the quarterly evaluation sent home. Cluster presentations, which are the products of our special enrichment program which promotes all of the above are held bi-annually.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school curriculum is delivered by the workshop model of instruction in every classroom. We follow the Renzulli interest based and project-based learning model as well, which means that students work in groups. These structures provide for maximum student engagement at all times. These practices are both research based and award-winning. Teachers are constantly intervisiting with each other to promote the dissemination of best practices. Teachers attend study groups and ongoing trainings in differentiation of instruction to address all special needs of students in their classrooms.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Several meetings were held to review the findings of the curriculum audit and it was found that this is not applicable to our school. Results from quarterly student evaluations show that students enjoy and are learning in their classes. We had over 800 applicants to our school this year based upon our reputation. Parents provide feedback on an ongoing basis, both through weekly correspondence with the parent coordinator or through the quarterly evaluation sent home. Cluster presentations, which are the products of our special enrichment program which promotes all of the above are held bi-annually.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

N/A

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Only one teacher left our school since our opening in 2007 and it was for an administrative position, which we did not have..

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We receive network support and we are informed of all trainings. We also check protraxx to register for trainings. Our coach, who is ESL licensed provides ongoing support for our ESL teacher.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Several meetings were held to review the findings of the curriculum audit and it was found that this is not applicable to our school. Our ESL students' high performance, informal and formal observations of ESL classes.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our ESL teacher screens every child that registers in our school to get an entire history. The ESL teacher meets with the Language Arts department weekly to monitor all ESL students' academic progress. ESL student needs are discussed at ongoing PPT meetings and weekly grade meetings.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Several meetings were held to review the findings of the curriculum audit and it was found that this is not applicable to our school. Our ESL students' high performance, informal and formal observations of ESL classes.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All IEPs are shared with all teachers and are available in the Assistant Principal's office. All teachers are supported by the SETSS teacher. Teachers are sent to appropriate professional developments outside the school as needed, they meet with coach on a regular basis, the IEP coordinator shares all relevant information with entire Special Ed department weekly and with entire staff as needed. Information is also shared with the SBST at ongoing and frequent PPT meetings. The Guidance Counselor contacts feeder schools for information and support.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Several meetings were held to review the findings of the curriculum audit and it was found that this is not applicable to our school. Outstanding progress of Special Education students. All self-contained students went up at least one proficiency level and all are reading on or above level.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All IEPs are shared with all teachers and are available in the Assistant Principal's office. All teachers are supported by the SETSS teacher. Teachers are sent to appropriate professional developments outside the school as needed, they meet with coach on a regular basis, the IEP coordinator shares all relevant information with entire Special Ed department weekly and with entire staff as needed. Information is also shared with the SBST at ongoing and frequent PPT meetings. The Guidance Counselor contacts feeder schools for information and support. In addition, positive reward systems are put into place for all students to address behavioral concerns and paras work with children to address individual issues for each child.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Several meetings were held to review the findings of the curriculum audit and it was found that this is not applicable to our school. Outstanding progress of Special Education students. All self-contained students went up at least one proficiency level and all are reading on or above level. We have had no behavioral issues with the majority of our special education students.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) N/A

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
BELL ACADEMY has no STH students and receives no funding for them.
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.