



BELL ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q294

ADDRESS: 18-25 212TH STREET, BAYSIDE, NEW YORK 11360

TELEPHONE: 718-428-0587

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q294 **SCHOOL NAME:** BELL ACADEMY

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

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

SCHOOL CONTACT PERSON: Cheryl Hatzidimitriou **EMAIL ADDRESS:** Chatzidimitriou@schools.nyc.gov

POSITION/TITLE PRINCIPAL **PRINT/TYPE NAME** CHERYL HATZIDIMITRIOU

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christopher Hernandez

PRINCIPAL: Cheryl Hatzidimitriou

UFT CHAPTER LEADER: Christopher Hernandez

PARENTS' ASSOCIATION PRESIDENT: Argie Agelarakis

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** CFN 204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Danielle Dimango

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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 Hatzidimitriou	*Principal or Designee	
Christopher Hernandez	*UFT Chapter Chairperson or Designee	
Argie Agelarakis	*PA/PTA President or Designated Co-President	
Dorothy DePalma	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	Teacher	
Laura Hammer	Teacher	
Maryann Morgan	Teacher	
Stacy Tzorzos	Parent	
Jennifer Cardillo	Parent	
Debbie Piazza	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	BELL Academy			
District:	25	DBN #:	25Q294	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	* 6	* 7
	* 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					96.3	96.1	96.5		
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					94.1	92.1	94.5		
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					55.7	36.4	49.5		
Grade 6	97	94	97	Students in Temporary Housing: Total Number					
Grade 7	90	107	101	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	96	115		0	0	0		
Grade 9	0	0	0	Recent Immigrants: Total Number					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		20	15	20		
Grade 12	0	0	0	Suspensions: (OSYD Reporting) – Total Number					
Ungraded	187	297	313	(As of June 30)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	13	12						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	6	29	Principal Suspensions	1	3	3
Number all others	16	10	8	Superintendent Suspensions	0	0	2
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			

(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	25	35	40	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	12	17	22
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	5	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	3	5
	0	0	2				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.7	0.3	Percent more than two years teaching in this school	0	0	90.0
Black or African American	3.7	4.7	4.2	Percent more than five years teaching anywhere	66.7	64.7	83
Hispanic or Latino	21.6	21.5	20.1				

Female	54.0	47.1	48.6			
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No * If yes, area(s) of SURR identification:

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	X	X	X
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:	X	ELA:	
	Math:	X	Math:	
	Science:	X	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	X	X	-				
Asian or Native Hawaiian/Other Pacific Islander	X	X					
White	X	X	-				
Multiracial							
Other Groups							
Students with Disabilities	X	X	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Limited English Proficient	-	-	-			
Economically Disadvantaged	X	X	-			
Student groups making AYP in each subject	6	6	1			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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 (Comprises 15% of the Overall Score)	13.4	Quality Statement 2: Plan and Set Goals	X
School Performance (Comprises 25% of the Overall Score)	22.4	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	41.8	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	6	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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, receiving two successive grades of "A" on our NYCDOE Progress Reports.

The school has a limited budget, and is now in receipt of 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 2010-2011 school year show 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
- NYC DOE Progress Report
- Quality Review Self-Evaluation Survey
- Quality Review Summary Feedback
- School-wide Inquiry Team Data
- NYS Math and ELA scores (Gains Reports)
- ARIS
- NYSTART
- NYSESLAT scores
- ATS and Student History Reports
- Student IEPs
- Renzulli Individual Student Interest Profiles
- TANS (Teachers Assessment Notebooks) and Data Binders
- Periodic Assessments (Acuity: Predictive and ITA, TCRWP Reading Level Assessments)
- Monthly diagnostic and formative assessments (teacher-generated)
- Quarterly Progress Reports
- Periodic benchmarks, diagnostic, and formative assessments (teacher-generated)
- Standards and Skills-based Content-Area Portfolios in all Core subjects
- Ongoing Quarterly Goal-setting and Conferencing in all Core subjects
- Parent, Student, Teacher Evaluations

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 2009-2010 NYC DOE Progress Report, **66%** of our students are performing at **Proficiency (Level 3 or 4)** in **ELA**, and **82%** of our students are performing at **Proficiency (Level 3 or 4)** in **Math**.

We have identified the following performance trends in **ELA**:

- Median Growth Percentile: **77%**
- Median Growth Percentile for School's Lowest Third: **85%**
- Median Student Proficiency: (1.00-4.50): **3.09**

We have identified the following performance trends in **Math**:

- Median Growth Percentile: **74%**
- Median Growth Percentile for School's Lowest Third: **70.5%**
- Median Student Proficiency: (1.00-4.50): **3.84**

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

BELL Academy is a fourth-year school with the privilege of writing a proposal in order to bring a vision to reality. We are extremely proud of the following **Strengths and Accomplishments**:

- Received a "Well-developed" on our 2008-2009 Quality Review
- Received an "A" on our 2008- 2009 **and** 2009-2010 Progress Report
- Continued implementation of Grade 8 Integrated Algebra Math Regents Class to further enrich and extend students' Math skills in preparation for High School: ALL students in this class passed and received HS credit)
- Specialized High School Admissions: 66 students in our graduating class 2010 were accepted into Specialized High Schools
- Honored ranking in the top ten Renzulli schools in NYC; one of only two middle schools
- 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 promote extensive staff collaboration and 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 student learning goals in all core subjects facilitate and support increased student progress and achievement
- Creation of student electronic portfolios online
- Creation of student Total Talent Portfolios which travel with students yearly

Areas of Distinction

- Renzulli School wide 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
- Honorable Mention in Key Note Speech by Dr. Joseph Renzulli at Confratute Summer 2010
- Presentation by BELL Academy at Confratute 2010 as a SEM Model School
- Renzulli Learning System
- Videoconferencing
- Confratute-trained staff
- Residencies with Arts Connection, 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

School-wide 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
- School-wide Implementation of Content-area Constructed Response Checklists in all Core Subjects in order to improve writing skills (Inquiry Work)
- Weekly coaching sessions with Instructional Coach for teachers in all content areas
- All BELL Academy teachers are programmed for departmental Common Planning Meetings for additional support sessions with the Instructional Coach
- 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)
- 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
- In on-going support of literacy in all content-areas, Summer Projects are assigned and assessed
- Student achievement data and learning goals are monitored and reviewed by staff, allowing for revision of strategies on a regular basis
- School-wide SMART goals are set and evaluated by teachers, parents, and students on a monthly basis
- Students are aware of individual goals in all core subjects
- Ongoing teacher-student individual conferencing in all core subjects
- Monthly departmental meetings with AP and Coach
- 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.

Priorities:

- To improve the test results of special needs populations which are ESL, ICT, Self-Contained, Special Education, and SETSS.
- Enrichment for the higher levels students through Curriculum Compacting.
- All staff will be trained in common core standards.

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 limited 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. ARIS, NYSTART, 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 at weekly Team Planning
- Teachers provide “Peer PD” by sharing and modeling best practices and presenting at Team Planning
- Regularly scheduled classroom intervisitations among teachers in all content areas
- Teachers regularly review student data collaboratively and revise instructional strategies to meet goals
- Quarterly 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 for analysis, thereby facilitating the setting of instructional goals based upon the identification of school wide trends, 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)
- 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
- Instructional Coach
- PTA meetings
- One-on-one principals meeting with staff
- Department meetings with Assistant Principal
- Common Planning Departmental Meetings with Instructional Coach
- Faculty conferences
- UFT Consultation Committee meetings
- PPT meetings
- AIS meetings
- School-wide Inquiry Team meetings
- Building Council Meetings
- School Enrichment Model Mentors
- Parent Workshops and Breakfasts
- Cluster Enrichment Leaders
- Student Government
- 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

GOAL ONE:

By June 2011, all at-risk and mandated AIS students will demonstrate an increase in academic performance in ELA and Math as measured by 5% increase on both State tests.

GOAL TWO:

BY June 2011 all 7th and 8th grade ESL beginner students will improve their writing skills as a result of participating in a newly designed ESL program as measured by a 5% increase on their NYSESLAT score.

GOAL THREE:

By June 2011 all 7th grade ICT students will improve their Math skills as a result of a newly designed ICT class as measured by a 5% gain on their state math test.

GOAL FOUR:

By June 2011 10% of all 8th graders will demonstrate improvement in the writing in their Technology based Social Studies exit and enrichment projects as a result of participating in a pilot curriculum program as measured by a 5% increase on their writing score on the state ELA test.

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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all at-risk and mandated AIS students will demonstrate an increase in academic performance in ELA and Math as measured by 5% increase on both State tests.</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. Two pull-out teachers will service all mandated and at-risk AIS students at least 150 minutes per week in a small group during the day. 2. Pull-out teachers will confer on a regular basis with all subject area teachers to monitor student progress and to individualized interventions. 3. Pull-out teachers will create initial profiles of each student which will be utilized to individualize instruction. 4. Pull-out teachers will design a custom schedule enabling all students to be serviced to appropriate interventions.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. Schedule students for appropriate number of minutes of interventions. 2. Higher full-time push-in/pull-out teacher. 3. Purchase necessary materials for Math and ELA program. 4. Teacher to receive support from one-on-one trainings with coach. 5. Teacher to attend professional developments as necessary. 6. Fair student funding and Title I funding will cover a percentage of teachers salaries.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Individual student profiles/portfolios. • Conferencing notes of subject teachers. • Bench-mark assessment scores. • Acuity scores.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>BY June 2011 all 7th and 8th grade ESL beginner students will improve their writing skills as a result of participating in a newly designed ESL program as measured by a 5% increase on their NYSESLAT score.</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 ESL beginners will be placed into an SEM cluster that will enable them to learn and write about New York City and American culture two periods a week. 2. ESL teacher will be assisted by Mandarin speaking para during pull-out and push-in services. 3. Mandarin speaking para will assist 7th grade beginner ESL students in LA, Math, SS, and science. 4. ESL teacher will service students 360 minutes per week by combination pull-out, push-in program.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. ESL teacher will attend regular coaching sessions. 2. All necessary workbooks and other instructional materials will purchased. 3. All necessary hardware to run motivational instructional programs will be purchased and set-up. 4. Per Session for customized and individualized after-school program will be allotted for ESL teacher. 5. Weekly Team Planning meetings will allow ESL teacher to confer with colleagues. 6. Title III funding will provide supplemental after school program materials, and tech equipment.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • On-going bench mark classroom assessments. • On-going student writing assessments by school created rubrics. • On-going Acuity assessments.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 all 7th grade ICT students will improve their Math skills as a result of a newly designed ICT class as measured by a 5% gain on their state math test.</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>	<ul style="list-style-type: none"> • 7th grade ICT class will be formed to integrate ICT students with higher functioning Math students in the grade. • Lead math teacher will be assigned to instruct this class. • On-going weekly collaboration between Math teacher and special education teacher for lesson planning. • Both teachers in classroom will re-group students on an on-going basis based upon skill levels.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. ICT class set-up with selected students to monitor. 2. Teacher will attend regular coaching sessions. 3. Teacher will attend outside PD and Math instruction. 4. ICT Teacher will meet with Special Education colleagues during common preps weekly. 5. ICT Teacher will meet with grade colleagues at Team Planning weekly. 6. Fair student funding will cover ICT teacher's salary. 7. CFA funding will partially pay for additional pull-out and after school programs.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Differentiation in lesson planning. • Observation notes. • Acuity scores. • On-going bench mark assessment scores.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 10% of all 8th graders will demonstrate improvement in the writing in their Technology based Social Studies exit and enrichment projects as a result of participating in a pilot curriculum program as measured by a 5% increase on their writing score on the state ELA test.</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>	<ul style="list-style-type: none"> • 8th grade social studies teacher will participate in on-going curriculum compacting PD by UConn professors. • 8th grade social studies teacher will pilot curriculum compacting projects for highest achieving students. • Teacher will create appropriate work stations in classroom for student participants. • Teacher will implement pre and post assessments for each topic of compacting.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. Eighth grade social studies teacher will receive training from UConn professionals. 2. Teacher will meet with coach and attend outside PDs in curriculum compacting. 3. Teacher will work with social studies colleagues to implement pre-tests and post-tests. 4. Teacher will develop customized independent projects for selected students. 5. Teacher program will reflect time for planning of all. 6. Fair student funding will cover teacher's salary. 7. Title I Professional Development funding will cover training for teachers.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • On-going monitoring of student performance on Renzulli learning. • Observation notes. • Acuity scores. • On-going bench mark assessment scores.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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	38	27	2	6	1	0	0	0
7	32	11	1	0	2	0	1	0
8	21	18	1	0	0	1	0	0
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"> • ELA Level I Intensive • ELA Level II Remediation • Special Education Teacher Support Services • In Class Differentiation 	<ul style="list-style-type: none"> • Provided during the school day for ELA Level 1 students. This direct instruction small group pull-out service is provided by the learning disabilities specialist/AIS teacher three periods per week. The Writing to Improve Reading approach is utilized as well as the Wilson Reading Program as needed. • Provided during the school day for ELA Level II students. This small group pull-out/push-in service is provided by the AIS teacher two periods per week using a combination of the following depending on student level: SRA Reading Program, World Book Reading Development Program, STARS skill books, National Geographic Reading Program. • Pull-out services to IEP mandated students in groups no larger than 8 using the Writing to Improve Reading approach. • Students work on individual skills-based folders during language arts class to address specific needs.
<p>Mathematics:</p> <ul style="list-style-type: none"> • Math Level I Intensive 	<ul style="list-style-type: none"> • Provided during the school day for Math Level 1 students. This direct instruction small group pull-out service is provided by the learning disabilities specialist/AIS teacher three periods per week. 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. • Provided during the school day for Math Level II students. This small group pull-out/push-in service is provided by the AIS teacher two periods per week using a combination of the following depending on student level: Pull-out services to IEP mandated students in groups no larger than 8 using the Impact Math Connect and extend activities. Teachers focus upon the identification of multiple ways of problem solving.

Science:	Students work in individual skills-based folders in science class to address specific needs. 6 th 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.
Social Studies:	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.
At-risk Services Provided by the Guidance Counselor:	At-Risk counseling is to help all students, including ELLs and students with disabilities demonstrate age appropriate social-emotional development and skills that will enhance school performance. Individual and group counseling is provided during the school day. Students aim toward meeting specific counseling goals. Goals include but are not limited to self concepts, social skills, peer relationships, decisions making, and responsibility.
At-risk Services Provided by the School Psychologist:	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.
At-risk Services Provided by the Social Worker:	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.
At-risk Health-related Services:	N/A

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- ✱ Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6TH/7TH/8TH **Number of Students to be Served:** 25 LEP 280 Non-LEP

Number of Teachers 24 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service

provider and qualifications.

Our program includes a combination push-in/pull-out program for the required services weekly by a licensed ELL teacher and licensed ELL coach. We service 24 students grade levels 6, 7, and 8. We also have a mandarin speaking para that travels with many of our ELL students during the school day. The students are serviced daily, all year, for a total of 8 periods per week. The after school supplemental program involves our ELL teacher and para for small group instruction, two days a week, one hour per day, in which they work through a variety of materials at their level both technology based and out of textbooks and workbooks. An ELA licensed teacher assists with these classes as needed in collaboration with ELL teacher.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The school’s PD program consists of an in-house ESL licensed coach that works with our ELL teacher twice a week and the coach also pushes in to several periods with her to ensure all instruction delivery is effective. We also have hired UConn to do a private PD with ELL teacher and coach to hone their skills of practices of differentiation in the classroom for ELL students. There is also PD provided by our network and our ELL teacher attends some of these trainings throughout the school year.

Section III. Title III Budget

School: BELL ACADEMY BEDS Code: 342500010294

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 3,000 \$ 1,500 \$ 1,500	Per Session for after-school program. Per Session for clerical after-school staff. Per Session for interpretation staff.
Purchased services - High quality staff and curriculum development contracts.	\$ 1,000	UConn OD differentiation for ELLs
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,000 \$2,500 \$2,500	Three desk tops instructional textbooks and materials General supplies for program
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 parent 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 a s 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$115,000	\$115,000
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$ 1,159	\$ 1,159
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%.
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

.All student data is reviewed on an ongoing basis by a team comprised of the School Leadership Team members, Inquiry Team members, teachers, administration, Pupil Personnel Team, and parents. All teams meet on a weekly/monthly basis to review and assess the student’s areas of strength and areas in need of improvement. Recommendations are reported during monthly grade and faculty meetings as well as during our weekly Team Planning meetings. Based on the schoolwide performance data including but not limited to student work, portfolios, conferences, Item Skills analysis, ATS, NYSESLAT and IEPs, we found that all level one students need two tiers of academic intervention.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement with Balanced Literacy using the Workshop Model in all content areas.
 - 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 St. John's summer programs, grant funding permitted.
- Help provide an enriched and accelerated curriculum through differentiated instruction, curriculum compacting, and enrichment projects. An Integrated Algebra Regents class is provided for level 4 math performing students.
- Meet the educational needs of historically underserved populations by planning differentiated instruction for all students with increased awareness of multiple intelligence, student interest and diverse learning styles, especially for Special Education and related services students.
- Provide targeted AIS programs in two tiers. Tier I intervention takes place within the classroom in a differentiated format. Tier II intervention is a push-in/pull out program. In addition, an after-school remediation and Saturday morning enrichment and remediation programs.
- Address the needs of all children in the school, 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 by providing both academic and emotional support through our Youth Development Program. This program includes; mandated and at risk Counseling, Peer Mediation, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. The entire student body is provided with the opportunity to participate and or be member of the Peer Mediation team, the Student Government, and the Community Service Program. These programs will develop a great awareness of the school community and help students develop their leadership skills.
- Provide instructional programs that are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All teachers are highly qualified and deliver scientifically research-based instruction in all classes as providing both academic and emotional support 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 and conducts trainings on an ongoing basis with a focus on academic performance.
- Team planning is built into staff schedules once a week. All new staff attends monthly conferences and workshops for understanding and implementing effective classroom strategies and practices.
- Opportunities for collaboration in planning and sharing best practices scheduled during the week during their department common planning (CP) period.

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.

A series of workshops and trainings are scheduled throughout the year to support parent involvement. These workshops include Parents ARIS and Acuity trainings and ongoing Renzulli Learning workshops. Additional workshops in such areas as English Language Acquisition (LAP) for ELLs parents, understanding curriculum and interpreting student assessments takes place during our quarterly Parent Breakfast.

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.
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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal					
Title I, Part A (ARRA)	Federal	X			127,027	23,24,29-31
Title II, Part A	Federal					
Title III, Part A	Federal	X			15,000	X 2,526
Title IV	Federal					
IDEA	Federal	X			145,391	X
Tax Levy	Local	X			2,257,410	X

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING N/A

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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.) 0
2. Please describe the services you are planning to provide to the STH population. N/A

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	BELL Academy					
District:	25	DBN:	25Q294	School		342500010294

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.3	96.1	95.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	94	97	107				
Grade 7	107	101	100				
Grade 8	96	115	98				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	297	313	305				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	94.1	92.1	92.7

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	55.7	49.5	51.4

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	0	0	0

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	20	15	20

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	13	8	Principal Suspensions	1	3	3
# in Collaborative Team Teaching (CTT) Classes	8	25	29	Superintendent Suspensions	0	0	4
Number all others	21	12	18				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	35	40	TBD	Number of Teachers	12	17	21
# ELLs with IEPs	1	5	TBD	Number of Administrators and Other Professionals	5	5	5

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	1	3	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	52.4
				% more than 5 years teaching anywhere	66.7	64.7	71.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	82.0	90.5
American Indian or Alaska Native	0.7	0.3	1.0	% core classes taught by "highly qualified" teachers	97.0	94.3	100.0
Black or African American	4.7	4.2	4.3				
Hispanic or Latino	21.5	20.1	22.0				
Asian or Native Hawaiian/Other Pacific	37.0	37.4	33.8				
White	36.0	38.0	39.0				
Male	52.9	51.4	53.1				
Female	47.1	48.6	46.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v		v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	78.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	11.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



BELL Academy

MS 294

Bayside Enrichment & Long-Distance Learning Academy
18-25 212 Street, Bayside, New York 11360
Phone 718-428-0587 Fax 718-428-0237

Cheryl Quatrano-Hatzidimitriou, *Principal*
Catalina Marte, *Assistant Principal*

PARENT INVOLVEMENT PLAN 2010 - 2011

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!

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 204	District 25	School Number 294	School Name BELL Academy
Principal Cheryl Hatzidimitriou		Assistant Principal Catalina Marte	
Coach Effie Yialias		Coach	
Teacher/Subject Area Tracy Riehl-Spiegel, ESL		Guidance Counselor Lisa Rose Bongiovi	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Connie Scalici	
Related Service Provider Melinda Spataro		Other Mindy Sokoloff (Speech)	
Network Leader Diane Foley		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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	1

C. School Demographics

Total Number of Students in School	305	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	8.20%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. The Home Language Identification Survey form (HLIS) is administered to all new NYC students. The certified ESL pedagogue administers to all new ELLs, conducts an informal oral interview in English, assisted by a translator (Chinese, Spanish, Korean). The Spanish and Korean translators are pedagogues. The Chinese translator is a paraprofessional. If determined that the student may be an ELL, the LAB-R is administered within 10 days. The LAB-R is hand-scored and if the student is not proficient, the student is placed into the appropriate ESL class. The NYSESLAT is administered to all ELLs in May to evaluate the students' progress and the score will determine if the student will continue to receive ESL services the following year or if the student is deemed proficient.
2. An Orientation is scheduled for all parents within 10 days by the ESL pedagogue and the Parent Coordinator as co-hosts. Parents are invited to view the ELL Parent Information Video. An overview of the program options are also discussed. The parents receive the Parent Selection form in their native language. Assistance is supplied by the Chinese, Korean, and Spanish-speaking faculty.
3. A follow-up phone call is made by the native language faculty member to any parent who has not returned the Parent Selection form.
4. Based upon the student's LAB-R score, the student is placed in the appropriate level class (Beginner, Intermediate, Advanced). The Entitlement letter is sent to the parents in the native language.
5. The trend in program choice over the past four years has been for the student to remain at BELL Academy in the Freestanding ESL program. For the 2009-2010 school year, BELL Academy had 19 new admits. All of the parents opted for the Freestanding ESL program.
6. The ESL Freestanding program at BELL Academy is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

Freestanding ESL														
Self-Contained							1	1	1					3
Push-In							0	1	2					3
Total	0	0	0	0	0	0	1	2	3	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	19	0	0	3	1	1	3	0	2	25
Total	19	0	0	3	1	1	3	0	2	25

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	0	0					1
Chinese							1	10	8					19
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							1	0	0					1
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							1	2	1					4
Punjabi							0	0	0					0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	0	0					0
TOTAL	0	0	0	0	0	0	4	12	9	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

Paste response to questions 1-4 here

1. A Pull-Out/Push-In program is implemented. The ESL pedagogue pushes to one 7th and one 8th grade LA class. The remainder of services is supplied by a Pull-Out program.
2. The Pull-Out classes are organized by NYSESLAT or LAB-R levels. The Beginner class is Ungraded and Homogenous. The Intermediate/Advanced class is Ungraded but Heterogenous (both Intermediate and Advanced students.) The Intermediate class is also Ungraded but Homogeneous.
3. The Push-in/Pull-out program is scheduled so that all students receive the mandated number of ESL instruction (180 minutes for Advanced, and 360 minutes for Intermediate and Beginners. All students also receive 7 periods of LA per week, including Beginner and Intermediate students.
4. The content area subjects are conducted in English. Scaffolding and Differentiation are incorporated into all lessons. A request is made for all ELL students to have a native language/English dictionary to aid in comprehension and vocabulary development. Bell Academy implements and supports the Workshop Model. 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 ELLs also actively participate in Renzullilearning.com, the website that supports and enhances the learning taking place in the school.
 - 4 a. Our Sife student receives Academic Intervention Services. He also attends an Afterschool program geared to promote language development.
 - b and c. An afterschool program for ELLs is in place for Newcomer students, and 4-6 year students. AIS services are also given.
 - d and e. One of our long-term ELLs is in our Self-Contained 12:1 Special Education Class. Our second Long-Term ELL is an ICT

student.

An Initial Referral of the Committee on Special Education (CSE) has been submitted for our third Long-Term ELL. Upon analysis of the testing, a plan will be devised to better service this student.

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

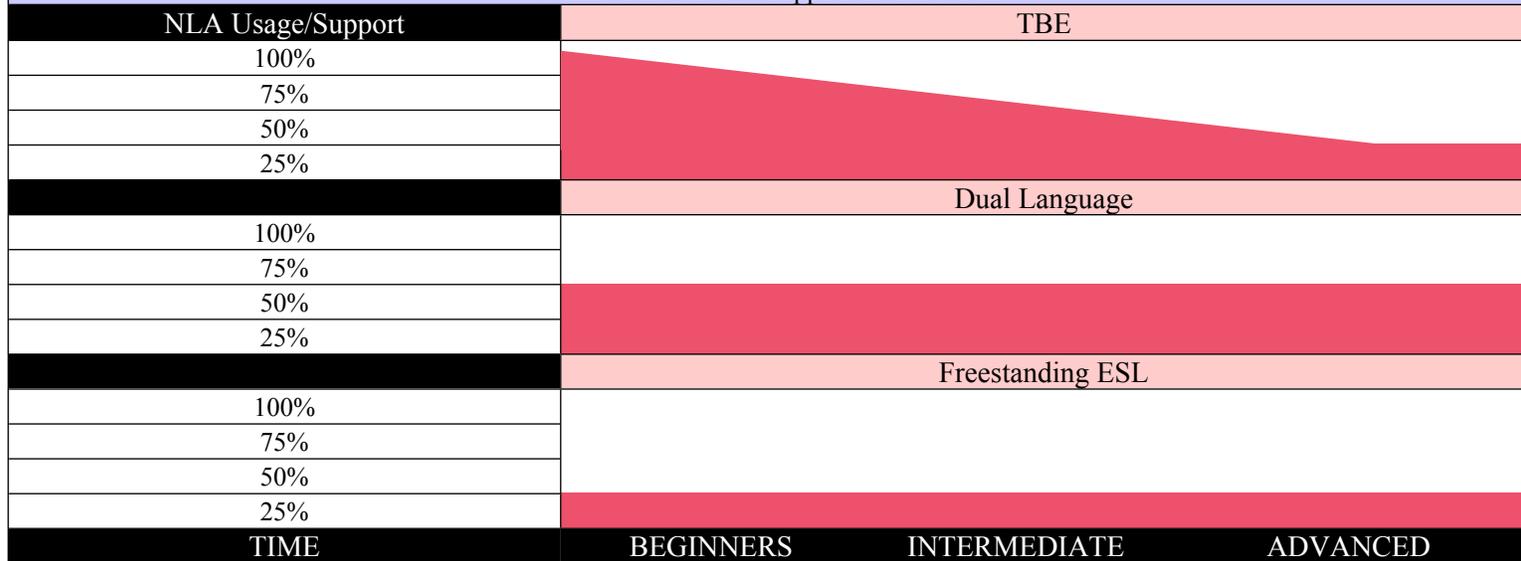
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Our targeted intervention programs for ELLs in ELA, Math, and other content areas include small group instruction, peer tutoring, differentiation, AIS services, Afterschool programs.
6. BELL offers continual transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT by offering an afterschool program with a specific curriculum developed to help them to continue to achieve.
7. New programs being developed include AIS Push-In services for ELLs, a Math afterschool program, a transitional support afterschool program, a Saturday Academy program.
8. The only program change is that AIS is no longer held after school but now during the day through a Push-In/Pull-Out model.
9. ELLs are afforded equal access to all school programs by utilizing our Native Language speakers to communicate to the students and parents, and translation services for all parent information. Champs, and all after school programs are offered to ELLs and phone calls made to the parents to encourage the students to take part.
10. A wide variety of materials used include standards-based ESL texts and trade books, Renzullilearning.com website, differentiated lessons based upon the class curriculum, journal writing, teacher generated and student generated materials and the use of desktop computers on a regular basis.
11. There are five faculty members fluent in our ELLs native languages (Chinese, Korean, and Spanish). Each member supports the development of the native language. Students are encouraged to use Native Language/English dictionaries and to read books in both English and the native language. The vast majority of our Newcomers speak and read Chinese so material is often translated for the student to aid in comprehension and to facilitate the learning of English.
12. Yes, the services and materials correspond to the ELL student's age and grade level.
13. At the present time, no such activity was required. There were no newly enrolled ELLs admitted to BELL for the 2010-2011 school year.
14. BELL Academy offers Spanish to 7th and 8th grade students.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1 & 3. Professional development consists of weekly Team Planning meetings which are programmed into all teacher schedules and includes addressing the needs of ELLs with a focus on differentiation and scaffolding. The ELL teacher is scheduled to attend 7 monthly ELL Liason meetings with CFN 204, and will turnkey the information to her colleagues. Teachers of ELLs will also attend OELL PDs for a total of or more than 7.5 hours and turnkey the information gleaned to the rest of the staff.

2. Meetings for articulation to assist incoming ELL elementary school children is being developed. The guidance counselor from the feeder schools will meet with the BELL Academy guidance counselor. The BELL Academy guidance counselor will turnkey to the staff to provide teachers with strategies to help the ELL students transition from an elementary environment to a middle school environment.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parent involvement includes an ELL Parent meeting, Parent-Teacher Conferences, Curriculum Night, New ELL Parent Orientation, Parent Breakfast quarterly meetings, individual parent meetings and phone calls. A licensed Guidance Counselor in conjunction with the ESL teacher and Administration will hold a workshops, during school hours, to aid families within assimilation into American culture. Parents are encourage to contact the ESL teacher, Parent Coordinator, or bilingual Paraprofessional at any time for assistance or with any concerns.

2. In conjunction with Urban Advantage, workshops are scheduled and translated materials provided for ELL parents.

3. The needs of the parents is based upon oral or written communication from the parents. Our bilingual staff members conduct phone calls, or translate letters to determine if or what a parent may require.

4. The parental involvement activites address the needs of the parents by supplying quarterly information regarding their child's academic progress in all subject areas, including ESL via the Academic Progress Report. Also, information regarding HS applications/open houses, and community news is relayed to the parents. Workshops are held for Renzullilearning.com and ARIS training to give the parent the opportunity to understand two important features of the school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						0	5	6					11
Intermediate(I)							1	5	2					8
Advanced (A)							3	2	1					6
Total	0	0	0	0	0	0	4	12	9	0	0	0	0	25

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	0	0	2	0	3	4	0	5	14
8	1	3	1	2	1	1	0	1	10
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0	3	1	6	3	0	1	14
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	4	3	1	0	5	1	0	0	14
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra 1</u>	2		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 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 do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- 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?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- BELL Academy uses a variety of assessment tools to assess the early literacy skills of our ELLs. Running records indicate the Fountas and Pinnell reading level. The data from the DRA, NYSESLAT, ELL Periodic Assessment, and Acuity. The data provides information on how to better serve our ELLs and to aid them in gaining English language proficiency. Measureable data includes the levels students achieve on the four modalities that formulate the NYSESLAT.
- The data patterns show that the majority of ELLs make gains and score proficient faster on the Listening/Speaking modalities than the Reading/Writing modalities.
- The patterns across the modalities will guide instruction by focusing on improving the modalities that are in need. However, the modalities that are higher performing (or deemed Proficient) will still receive appropriate instruction to continue to strengthen. Materials, and technology used will be aligned with the needs. Scaffolding, differentiation, guided activities will also be implemented on an on-going basis.
- The pattern shows that the majority of students are making steady gains in all four modalities. Listening/Speaking has developed steadily, making good gains. Reading/Writing develops in good measure also. 9 of our Newcomers scored Intermediate on their first NYSESLAT, with another Newcomer scoring Intermediate on her second NYSESLAT. The improvement patterns are exhibited across 6th, 7th, and 8th grade shows consistency with the above information. 11 Newcomer ELLs scored 3 or 4 on the State Math taken in the Native Language, 1 Newcomer scored 3 on the State Math taken in English. Other ELLs scored lower on the State Math taken in either the native language or English.
 - The ELL Periodic Assessment results are analyzed, distributed to the faculty, and the data used to drive instruction.
 - The school learns the strengths and the areas in need of improvement from the ELL Periodic Assessments.
- N/A
- The clinical way to measure success of BELLs program is to look at the analysis of the NYSESLAT 2010 scores. Out of 42 ELLs in the year 2009-2010, 9 students gained Proficiency. 20 students entered an ELSS (English Language School System) during this year. All scored Beginner on the LAB-R (with one entering May 2009 and scoring Beginner on the NYSESLAT in 2009). 10 of those Beginners bypassed Beginner on the NYSESLAT 2010 and received an Intermediate score. One 8th grader bypassed Intermediate and received a level of Advanced. One 8th grade Self-Contained 12:1 student went from Intermediate to Proficient.

The majority of our 6th and 7th grade students in 2009-2010 scored 3 or 4 on the State Math test. The test was in their native language

in their native language but the instruction during the year was in English with native language support.

Additional Information

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

Paste additional information here

Many measures are in place to provide the best possible learning situation for our ELL students. Our Chinese speaking Paraprofessional assists the ESL teacher every day in the Beginner and Intermediate ESL classes. Our ESL students participate in an SEM (Schoolwide Enrichment Model) cluster that will enable them to learn and write about New York City and American culture while utilizing ESL methodologies and foster vocabulary development. The Chinese speaking Paraprofessional also assists 7th grade Beginner and Intermediate ESL students in LA, Math, Science, and SS.

On-going bench mark classroom assessments, student listening, speaking, reading, and writing assignments, school created rubrics and analysis of Acuity and ELL Periodic Assessments will all be utilized to measure student success in language acquisition.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		