



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BELL ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q294

PRINCIPAL: CHERYL HATZIDIMITRIOU

EMAIL: CHATZIDIMITRIOU@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Cheryl Hatzidimitriou	*Principal or Designee	
Mary Orlando	*UFT Chapter Leader or Designee	
Argie Agelarakis	*PA/PTA President or Designated Co-President	
	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	
Maryann Morgan	Member/Teacher	
Robin Russell	Member/Teacher	
Dorothy DePalma	Member/Parent	
Debbie Piazza	Member/Parent	
Christine Les	Member/Parent	
Diane Klein	Member/Parent	
Catalina Marte	Member/Assistant Principal	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, all ICT students with disabilities will demonstrate an increase in reading comprehension of complex literary and informational texts as evidenced by a 5 percent increase in Acuity scores.

Comprehensive needs assessment

This goal is reflective of the 2011 Spring ELA. Based on this data, students with special needs in ICT classes dropped in proficiency.

Instructional strategies/activities

Lesson plan templates will include areas for CCSS integration. We will plan this according to our current Scope and Sequence and pacing calendars. We will align the standards with the units of study by month or marking period. Strategies will be reviewed and readjusted as needed.

Strategies to increase parental involvement

- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Host Professional Developments based on data collected from parental needs assessments.
- PTA Meeting presentations.
- Parent signatures required in student planners.
- All information that is included in the Professional Development and PTA meetings are presented to the SLT prior to implementation.

Strategies for attracting Highly Qualified Teachers (HQT)

- Present staff is mostly highly qualified. However, to ensure that all staff becomes highly qualified BELL Academy hosts on-going Professional Development in-house with keynote speakers. Staff members are also sent to outside Professional Developments.

Service and program coordination

The Renzulli Schoolwide Enrichment model is incorporated into every aspect of the school. Our NCLB transfer students are offered academic support throughout the school year. The extra after school classes help our students succeed and helps increase their skills and testing scores. A bi-weekly progress report is completed by all cores subject teachers which is then reviewed. Any missing homework and/or class work or poor test grades are addressed immediately. We also have an extensive youth development program weekly in the assembly and through guidance services.

Budget and resources alignment

- Fair Student Funding \$8,000 Curriculum and Staff Development, \$10,000 Teacher Per Session, \$3,000 Instructional Materials/Supplies
- NCLB Funding for after school remedial and enrichment programs for struggling learners. - \$10,000 Teacher Per Session, \$2,000 Instructional Materials/Supplies

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, 10% of English Language Learners (ELLs) with special needs will move up at least one level on the Spring 2012 ELA.

Comprehensive needs assessment

This is a priority area based upon the preliminary Spring 2011 NY State cut off scores.

Instructional strategies/activities

ELL students with Special Needs who have not passed the NY State ELA will receive individualized pull out or push in ESL services specially created to address individual needs.

Strategies to increase parental involvement

- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Host Professional Developments, PTA Meeting presentations.
- All information is presented to the SLT prior to implementation.
- We will form a study group using "English Language Learners with Special Education Needs" by Alfredo J. Artiles
- We have a translation component which includes the use of two bilingual paras to assist parents at meetings and with all contact with the school.

Strategies for attracting Highly Qualified Teachers (HQT)

Present staff is mostly highly qualified. However, to ensure that all staff becomes highly qualified BELL Academy hosts on-going Professional Development in-house with keynote speakers. Staff members are also sent to outside Professional Developments.

Service and program coordination

We will have an after school program which consists of an ESL licensed teacher as well as a content area teacher. This program meets weekly. We have a pull-out, push-in program for all ESL students with a licensed ESL teacher.

Budget and resources alignment

- TITLE III Funding - \$10,000 Teacher Per Session, \$2,000 Instructional Materials/Supplies
- Fair Student Funding - \$45,000 ESL Licensed Teacher

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, 100% of full time teachers will participate in an individualized professional development plan which will include 2-3 hours per week as evidenced by either agendas and/or PD logs and intervisitations.

Comprehensive needs assessment

Addressing DOE Quality Review Statement 4.3

Instructional strategies/activities

One period per week built into teaching program for professional development, average of one period per week of intervisitation, and department and grade meetings on a regular basis. Inquiry Teams meet on a regular basis.

Strategies to increase parental involvement

- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Host Professional Developments, PTA Meeting presentations.
- All information is presented to the SLT prior to implementation.
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Strategies for attracting Highly Qualified Teachers (HQT)

Present staff is mostly highly qualified. However, to ensure that all staff becomes highly qualified BELL Academy hosts on-going Professional Development in-house with keynote speakers. Staff members are also sent to outside Professional Developments.

Service and program coordination

- PD with CBOs such as Anne Frank center, Hall of Science, City Lore
- Resident artists participate in many classes

Budget and resources alignment

- Fair Student Funding - \$60,000 Curriculum Staff Developer, \$7,000 Prep Period Coverages/Per Diem

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	14	1	1	1	1	0	0	N/A
7	9	2	6	1	1	0	0	N/A
8	16	5	2	0	0	0	0	N/A
9								
10								
11								
12								

<ul style="list-style-type: none"> • Math Level II Remediation 	<ul style="list-style-type: none"> • Provided during the school day for Spring 2011 Math Level II students who do not receive special education services. This small group pull-out/push-in service is provided by the AIS teacher one period per week. The AIS teacher focuses on topics covered in math class. Students are taught to tackle problems step by step and to state orally and in writing how problems are to be solved.
<p>Science:</p>	<p>Students work in individual skills-based folders in science class to address specific needs. Sixth graders utilize extended activities from Foss program. Differentiated activities are selected using students project menus according to interest, abilities, and process. Grades 7 and 8 students utilize supplemental materials found in Glencoe Science books. Science teachers use the re-telling strategy to check for comprehension.</p>
<p>Social Studies:</p>	<p>Students will work in individual skills-based folders in social studies class to address specific needs. Differentiated work packets for all students including ELLs are culled from supplemental materials from Holt McDougal series Grades 7 and 8 American History text and the Grade 6 Social Studies thematic core curriculum unit kits. Teachers work on the strategy of re-telling of information to check for comprehension.</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>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.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>N/A</p>
<p>At-risk Services provided by the Social Worker</p>	<p>N/A</p>
<p>At-risk Health-related Services</p>	<p>N/A</p>

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader CFN 204	District 25	Borough Queens	School Number 294
School Name BELL Academy			

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

Principal Cheryl Hatzidimitriou	Assistant Principal Catalina Marte
Coach	Coach
ESL Teacher Dana Murillo	Guidance Counselor Lisa Rose Bongiovi
Teacher/Subject Area Gina Paese/ELA	Parent Argie Agelarakis
Teacher/Subject Area type here	Parent Coordinator Concetta Scalic
Related Service Provider Robert Sestak/Special Ed	Other Mindy Sokoloff(Speech Teacher)
Network Leader Diane Foley	Other Craig Gielarowski- Curri Coor.

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	337	Total Number of ELLs	21	ELLs as share of total student population (%)	6.23%
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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. 

At the beginning of the school year, the certified ESL teacher examines ATS Reports (RLAT, RYOS, RNMR) and NYSESLAT data to determine which students need to receive ESL services. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) provided in their home language. This survey allows us to identify what language, other than English is spoken at home. The pupil personnel secretary and the ESL teacher review the HLIS. An informal oral interview is conducted by the ESL teacher. A Korean, Chinese or Spanish translator will assist in conducting the interview, as necessary. The ESL teacher determines LAB-R eligibility. If the HLIS indicates that the child uses a language other than English, within 10 days of entering the school as a new admit, the ESL teacher administers the Language Assessment Battery-Revised (LAB-R), an English proficiency test to the child. Performance on this test determines whether the child is eligible to receive state-mandated ESL services. Students who score below proficiency on the LAB -R become eligible for ESL services and are provided with the three following documents: Entitlement Letter, Selection Form and a Placement Letter. The students who have taken the LAB-R, and who have been identified as an ELL and whose home language is Spanish the LAB will be administered in Spanish to determine underlying transferable skills in Spanish and language dominance. Parents of students who scored at or above Proficient on the LAB-R are sent letters of Non-Entitlement. These letters are sent to their parents in their home language. In order to enable parents to make sound educational decisions as to which program best meets the needs of their son/daughter, parents are invited to an ELL Orientation meeting. Our ESL teacher works together with our Parent Coordinator to arrange for our ELL Orientation meetings which takes place within five to ten days after administering the LAB-R. During this orientation, a multilingual video, which provides an overview of the program options, is shown in their own language prior to an informational question and answer session. Informative brochures are also distributed to parents in their native language to support their understanding of the available programs. Parents are also invited to visit classrooms. These orientations are also offered at a need basis as new parents and students enroll throughout the year. All students that were LAB-R eligible in Fall 2011 tested proficient. Therefore, the parents received Non-Entitlement Letters in their native language and the students were not placed in our Freestanding ESL Program. All Continued Entitlement Letters are given to parents and students within the first two weeks of school. Copies of all Entitlement, Non-Entitlement, and Continued Entitlement Letters are copied and kept in school files. After reviewing the Parent survey and Program selection forms for the past few years, the trend has been for the students to remain at BELL Academy in the Freestanding ESL Program. Of those requesting the Freestanding ESL program, all ELL students have remained and graduated from BELL Academy. Only a couple of students have moved to other schools out of the city. Some have returned to their native countries. The program that we offer at BELL Academy has been aligned with parent requests for the past five years. This is the key structure that is used to ensure that parents understand all three programs available in the New York City Educational system.

Part III: ELL Demographics

A. ELL Programs

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

Page 16 1 2 3 4 5
 6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	0	2	4	0	2	2	0	2	21
Total	15	0	2	4	0	2	2	0	2	21

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education	
Number of ELLs by Grade in Each Language Group	

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1	1					3
Chinese							1	0	10					11
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							3	2	2					7
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	0	0					0
TOTAL	0	0	0	0	0	0	5	3	13	0	0	0	0	21

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The ESL program at BELL Academy consists of both push-in and pull-out services. A certified ESL teacher meets all mandates of all ELL students. She pushes-in to two periods of the sixth grade students' English Language Arts class, three periods of the seventh grade students' English Language Arts class, and four periods of the eighth grade students' English Language Arts class. The ESL teacher and content area teacher plan for push-in periods a week in advance. During this planning time the ESL teacher and content area teacher will decide whether to co-teach or work in small groups during the upcoming push-in periods. The decision to co-teach or work in small groups is based upon the specific needs of the students and/or the topic being covered. Both pushing-in with students during English Language Arts and looking at student data (NYSESLAT, LAB-R, and ELLs Periodic Assessment results and the Scantron Performance Series) help the ESL teacher to direct her instruction during pull-out classes. Pull-out classes are organized by NYSESLAT and LAB-R levels. The majority of pull-out classes are ungraded and homogeneous. All beginning and intermediate students are scheduled to receive 360 minutes of study (eight forty-five minute periods) per week. All advanced students are scheduled to receive 180 minutes of study (four forty-five minute periods) per week. All 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 language dictionary to aid in comprehension and vocabulary development. The ESL teacher provides all content area teachers with data that informs them of each student's ELL level and areas of needs. Content area teachers deliver instruction to ELLs using strategies from the Sheltered Instruction Observation Protocol (SIOP) model. This model focuses on teaching language along with the content. Introducing content related vocabulary prior to instruction is exercised in each content area. Guided reading, silent reading, small group instruction, and cooperative learning groups facilitate interdisciplinary and common core learning standards based instruction. All ELLs actively participate in Renzulli Learning, a technology based system and website that supports and enhances the learning that is taking place in the school. There are no SIFE students currently attending BELL Academy. For our fifteen newcomers and those students who are eligible to take the NYS ELA Standardized Test, we provide a test prep period once a week within their English Language Arts class. A bilingual English-Chinese full time paraprofessional supports our large majority of Chinese speaking newcomers by providing them with native language support. In addition, an afterschool program is in place and designed to support all ELL students in developing their English language skills and proficiency. Our newcomers and 4-6 year students are also supported with Academic Intervention Services (AIS) for two forty-five minute periods a week. One of our long-term ELLs is in a class that is self-contained for ELA and math and is in an Integrated Co-teaching Class (ICT) for all other subject areas. During the ELA self-contained periods the student receives ESL services (three times a week). Our second long-term ELL is in an ICT class. Both of our long-term ELLs are enrolled in after-school programs to receive support in their language development. All English Language Learner-Students with Disabilities are taught with grade level materials in a print rich environment. In order to promote academic success and English language development, the ESL teacher starts each lesson with a content objective and language objective. The ESL teacher and Special Education teachers activate the students' prior knowledge, use visuals, and graphic organizers in order to provide each student with a foundation for learning in each content area. In order to maximize the opportunities for language development, students frequently work in pairs and cooperative learning groups. Throughout this process, students of all levels of language proficiency gain practice in the use of the English language. As a Renzulli Learning model school, BELL Academy plans educational field trips related to each content area in order to promote experience based learning. The ESL teacher's schedule is programmed to meet the diverse needs of ELL-SWDs in the least restrictive environment. The BELL Academy ICT program

A. Programming and Scheduling Information

provides students with disabilities to travel and interact with their general education peers in all classes while receiving support from their traveling ICT teacher as well as the content area teacher. The ESL teacher supports ELL-SWDs by pushing-in to their English language arts class three times a week. During this time students are usually grouped heterogeneously in order to create a setting in which the students can perform to the best of their abilities and learn from each other. The collaborative efforts made by the content area teacher, ICT teacher, and ESL teacher foster an environment that is conducive to learning and academic growth.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

B. Programming and Scheduling Information--Continued

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

Our intervention programs for ELLs in ELA, math, and other content areas include small group instruction, peer tutoring, differentiation, AIS services, and after school programs. All former ELLs receive AIS services for up to two years after achieving proficiency on the NYSESLAT. The ESL teacher provides all faculty members with data that identifies all students whom have achieved proficiency within the last two years. This data is used by teachers to support former the ELLs' language development. This year we introduced the Odyssey Learning Program to our students in our after school program. We will integrate Odyssey Learning a technology based program designed for differentiating of instruction, for remediation and enrichment into our instructional program during regular school hours. All programs at BELL Academy will remain for the following school year. All ELLs are given equal opportunity and encouraged to participate in all school programs. BELL Academy offers a wide variety of extracurricular and enrichment programs, ranging from guitar to board games, Sports, Math and Literacy . ELLs have and are an integral part of every aspects of BELL Academy, both academically and with our extra curricular activities and programs. We offer an after school academic support both in Math and ELA. All ELL students are invited to equality participate in all after school extra curricular activities or academic support. Letters are sent home followed by a phone call to ELL parents by our staff that speak their language. An after school program is offered with the ESL teacher for one hour two times a week. This program is meant specifically to support language development for ELLs. Renzulli Learning is a program that helps the teacher to create projects and activities based on each individual student's strengths. Acuity is used to reinforce skills that the students have difficulty with. Odyssey Learning is a tool used to aid students in their areas or weakness as well as introduce new concepts. This website provides students with audio and visual aids to support their learning. Renzulli Learning, Acuity, and Odyssey Learning are all computer based programs that are used as instructional materials for ELLs in each subgroup. All three programs provide teachers with the opportunity to differentiate for each student based on their learning style and personal strengths and needs. A wide variety of materials are used to promote language development during pull-out classes. NYSESLAT workbooks are leveled by grade while standards-based ESL texts are designed to use with students of a specific proficiency level. Laptop computers are readily available for all ELLs in pull-out and push-in classes. Renzulli Learning, Acuity, and Odyssey Learning are also used in each content area. The projects and materials that originate from these websites are rich in content area material but they also are geared to support the language needs and abilities of the ELL students. The native language development of our ELLs is supported by our faculty members that are fluent in the students' language. Students use their native language/English dictionaries in each content area. Students are also encouraged to read books in their native language. The ESL teacher uses New York City's Department of Education translation website to translate material for the students if the material will support the learning of English. All required services and resources correspond to the ELLs' age and grade levels. Before the beginning of the school year all students including the ELLs are invited to an Open House in June. The guidance counselor from the feeder schools will meet with the BELL Academy guidance counselor to discuss and share any at risk concerns. 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.

Spanish is offered to all 7th and 8th grade students at BELL Academy.

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 instructed in the target language? What percentage of the day is spent in the target language?

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.

BELL Academy provides a variety of workshops to help teachers and paraprofessionals increase their professional knowledge on how to be more supportive of English Language Learners, strategies to improve instruction in all content areas and embracing cultural diversity to improve learning. Teachers attend in-house professional development and are encouraged to attend outside professional development sessions throughout the year. A weekly Team Planning meeting is programmed into all teacher schedules. A portion of Team Planning is designated to "Kid Talk" which allows teachers to meet by grade level and discuss the progress of specific students in each content area. Additionally, the 7.5 hours of ELL training for all staff will take place throughout the year during our weekly Team Planning. All content area teachers and the ESL teacher will learn strategies for helping ELL students and deepen their knowledge of best practices in working with ELLs. A sampling of topics for the 2011-2012 school year includes: Scaffolding Strategies in all content areas, Looking at the ELLs Periodic Assessment Results to Address Students' Academic Needs, Differentiated Instructional Strategies for ELLs, Student Portfolios development, Sharing Best Practice, Alignment of ESL Curriculum to the new Common Core Learning Standards (CCLS), Integrating Renzulli Learning and Odyssey into the Instructional Program (two technology based programs utilized schoolwide for differentiating of instruction, enrichment and remediation). These trainings are provided by both our Curriculum Developer staff member and other specialists from our CFN. The ESL teacher is scheduled to attend seven monthly ELL Liason meetings with our CFN, and will turnkey the information to all teaching staff during the scheduled weekly Team Planning Meetings. At the present time we are exploring ways to develop curriculum depth and complexity by identifying strategies that will help improve instruction for all ELLs in all content areas specifically identifying the challenges ELLs face with content area learning. Meetings for articulation to assist incoming ELL elementary school children is in place. 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?

At BELL Academy we actively seek to have strong parental involvement among all the parents of our students. Providing them with a variety of opportunities for participating is our main goal. The administration, teachers, Parent Coordinator and our Parent Teacher Association (PTA) work cooperatively in reaching out to all parents and parents of ELLs are given equal opportunities and access to all activities. Some activities include workshops, meetings, quarterly parent breakfast with an open discussion format for parents to present questions and concerns. To facilitate these discussions, our staff members who speak the different languages, Chinese, Spanish and Korean are invited to assist in the translation. The Assistant Principal is bilingual, English and Spanish, and regularly speaks directly to the Spanish speaking parents of our ELL students. Two full time bilingual paraprofessionals, Chinese-English and Spanish-English, translate and reach out to parents whenever necessary. They are also available during Parent Teacher Conferences, Open House and Curriculum Night. They serve as liaisons between teachers and parents. We collaborate with a Korean-speaking guidance counselor from the elementary school in the building. She contacts our Korean speaking parents on a regular basis and is available in the building to assist during our Open House, Parent Teacher Conferences and throughout the day as needed. Throughout the year parents are invited to attend and participate in field trips, which serve as a means of providing an extended and enriching experience to the academic and social life of our ELL students. The Guidance Counselor works cooperatively with the Parent Coordinator, the ESL teacher and Assistant Principal in coordinating a special High School Orientation meeting for all the 8th grade ELL parents. The Parent Coordinator works closely with the bilingual Paraprofessionals and the ESL teacher to make arrangements for all ELL Parent orientation meetings, and follows up with phone calls of those unable to attend. All school events are posted on our school website and a biannual parent survey is sent home that serves as a needs assessment. ELL parents are given the option to respond in their native language and a follow up phone call is made in their language (Spanish, Chinese and/or Korean) if requested. The parental involvement activities also address the needs of the parents by supplying quarterly information regarding their child's academic progress in all subject areas, including an ESL Academic Progress Report which is translated in their parents' native language. Also, workshops are held for Renzulli Learning.com and ARIS training to give the parents the opportunity to understand two important features of the school. In-house interpretation is available during these trainings. In collaboration with Urban Advantage, parents are invited to participate in a series of activities. These activities include student and family field trip vouchers to many of New York City's science-rich cultural institutions.

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

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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						1	0	3					4
Intermediate(I)							1	1	3					5
Advanced (A)							3	2	7					12
Total	0	0	0	0	0	0	5	3	13	0	0	0	0	21

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	0	3	0	0	3
7	0	2	1	0	3
8	6	6	0	0	12
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	0	1	0	2	0	2	0	5
7	0	0	0	0	2	0	1	0	3
8	0	0	2	1	0	3	1	5	12
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	1	2	1	4	0	1	0	0	9
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				
Integrated Algebra		1		1
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.

BELL Academy uses a variety of assessment tools to assess the literacy skills and progress of our ELLs. The data from the Scantron Performance Series, NYSESLAT, ELL Periodic Assessment, and Acuity provides information on how to better serve our ELLs and to aid in their learning English as a second language. All students are required to take the State English Language Proficiency Test (ELPT) that allows students to

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.

Our ESL students participate in our Schoolwide Enrichment Model (SEM) cluster that will enable them to learn about American culture while utilizing ESL methodologies. During SEM all students work in cooperative groups to create projects about influential American landmarks and tourist attractions. All projects foster the development of language. Vocabulary building activities and comprehension strategies are applied in the creation of all projects. Each student creates a portfolio containing their projects. At the end of the year parents and faculty members are invited for an in-house viewing of the students' work. During this time students will present and explain the creative process behind each of their portfolios.

Part VI: LAP Assurances

School Name: BELL Academy		School DBN: 25Q294	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cheryl Hatzidimitriou	Principal		11/23/11
Catalina Marte	Assistant Principal		11/23/11
Concetta Scalici	Parent Coordinator		11/23/11
Dana Murillo	ESL Teacher		11/23/11
Argie Agelarakis	Parent		11/23/11
Gina Paese	Teacher/Subject Area		11/23/11
	Teacher/Subject Area		11/23/11
	Coach		
	Coach		
Lisa Bongiovi	Guidance Counselor		11/23/11
Diane Foley	Network Leader		11/23/11
Craig Gielarowski	Other <u>Curriculum Coord.</u>		11/23/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q294** School Name: **BELL Academy**

Cluster: **2** Network: **204**

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.

Our ELL speaking parents gain access to our school's general information and their children's educational options in a timely matter. We used a lot of data to assess our school's written translation and oral interpretation needs. First we examined the Language Identification Surveys (LIS). This survey indicates if a student speaks a language, other than English at home. The ESL teachers also conducted an informal parent student interview at the beginning of the year. Parents of newly enrolled ELL students are invited to an Orientation and Informational Session. During this Informational session, parents of ELL students have the opportunity to share any concerns and learn about their child's educational program. Translators are available at this session. The Parent Coordinator works closely with our Guidance Counselor, Assistant Principal and ESL teacher to establish procedures and policies to meet the needs of Limited English Proficiency parents. She ensures that all documents sent home are either translated or marked with a translation stamp. This Translation stamp is in Korean, Spanish and Chinese. We have two full time bilingual Chinese-English and Spanish-English paraprofessionals who translate and reach out to parents whenever necessary. They are also available during parent teacher conferences, open house and curriculum night. They serve as liaisons between teachers and parents. We collaborate with a Korean-speaking guidance counselor from the elementary school in the building. She contacts our Korean--speaking parents on a regular basis and is available in the building to assist during our open house, parent teacher conferences and throughout the day as needed.

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.

Our findings indicated that both written and oral interpretation is necessary for our ELL parents. The majority with written and oral translation needs required translation into Chinese and Korean. Three families require Spanish translation. These findings and all school based policies for ELLs were communicated to teachers during grade and department meetings. This communication is ongoing throughout the year and whenever new information and policies become available.

Part B: Strategies and Activities

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

For our families with Chinese, Spanish and Korean translation needs, most Department of Education correspondence is available in both their native languages and English. All other correspondence which needs to be translated is done so at the school level by school staff members who are bilingual in English and Spanish, Chinese and Korean. In order to facilitate critical communication between classroom teachers and parents, we hired a bilingual English- Chinese paraprofessional who assists the ESL teacher in the classroom on a regular basis. An English-Spanish speaking paraprofessional also assists and translates school based documents, letters, notices and invitations. They both serve as liaisons between parents and teachers by translating written notes on student's planners and by following up with parents with phone calls. At this time, we have not hired an outside written translation service by an outside vendor. Our Parent Coordinator utilizes the Interpretation Unit at the Department of Education on an as need basis.

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 for parents are provided at the school level regularly. At this time, we have not hired an outside interpreter. Oral interpretation/translation support is provided at most school-sponsored parent meetings. Interpretation is also provided for individual parent meetings with teachers, counselors, and other parent activities on a need basis. During our parent teacher conferences, open house, and curriculum night, parents are informed of all translation available. In-house staff is primarily used for these meetings, although the DOE "over-the-phone" interpretation is also occasionally used to facilitate interpretation.

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 fulfills parental notification requirements as stated in Chancellors' Regulations A-663, Section VII, by posting notices of available services in key locations throughout the school. These include, but are not limited to, the two main entrances, the Main Office, offices of the Assistant Principal, Guidance, and Parent Coordinator. A Welcome sign in many languages is posted by the main entrance indicating key people such as the Parent Coordinator and the District Family Advocate and their contact information. Our alternative to translation is a Translation stamp on the face of the English document in the appropriate covered languages, indicating the importance of the document and the request for translation or interpretation of such document. The school has designated a "Welcome Parent" bulletin board at the primary entrance with key documents such as curriculum and instruction based documents, translation information and other parent related information and guides. The school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights to receive these services.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III Plan for 2011-2012 is for a supplemental instructional after school program designed to support ELL students in specific areas of needs. ELL students will be provided with a wide range of meaningful and motivating learning opportunities that will allow them to learn the language as they build their literacy skills. A certified ESL teacher and a certified English Language Arts teacher will work and plan together to provide a language-rich learning environment that will immerse them in reading, writing, speaking, listening and thinking for authentic purposes. It will enable students to acquire English Language skills and proficiency as they develop into sophisticated readers and writers. Implementation of different teaching strategies will be evidenced when embracing cultural diversity, tapping into prior knowledge, building background knowledge and teaching essential vocabulary. This instructional program currently services all 6th, 7th and 8th grade students who scored at beginning, intermediate, and advanced levels on the NYSESLAT, ELL students with IEP and Long term ELLs. This program is offered twice a week from 2:45PM-3:45PM. It is anticipated to run from October 2011 to May 2012. The Assistant Principal supervises this program and works closely with both the ESL and the ELA teachers to ensure the implementation and success of this program. Renzulli Learning, a technology based system and web based resource for providing a systematic and challenging differentiated tasks is used. It supports and enhances the learning by providing the teachers the ability to assign differentiated assignments to students regardless of instructional level. Odyssey a technology based program and assessment tool with engaging activities enhanced with grade-appropriate content, animations, and audio and video instruction, engages students with interactive content that fosters an interest in learning is also utilized.

Part C: Professional Development

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

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

Begin description here: BELL Academy provides a variety of workshops to help teachers increase their professional knowledge on how to be more supportive of English Language Learners, strategies to improve instruction in all content areas and embracing cultural diversity to improve learning. Teachers attend in-house professional development and are encouraged to attend outside professional development sessions throughout the year. A weekly Team Planning meeting is scheduled in their program. During this weekly meeting all content area teachers and the ESL teacher learn strategies for helping ELL students and deepen their knowledge of best practices in working with ELLs. A sampling of topics for the 2011-2012 school year includes: Scaffolding Strategies in all content areas, Looking at the ELLs Periodic Assessment Results to Address Students' Academic Needs, Differentiated Instructional Strategies for ELLs, Student Portfolios development, Sharing Best Practice, Alignment of ESL Curriculum

Part C: Professional Development

to the new Common Core Learning Standards (CCLS), Integrating Renzulli Learning and Odyssey into the Instructional Program (two technology based programs utilized school wide for differentiating of instruction, for enrichment and remediation). These trainings are provided by both our Curriculum Developer staff member and other specialists from our CFN. The ELL teacher is scheduled to attend 7 monthly ELL liaison meetings with our CFN, and will turnkey the information to all teaching staff during the scheduled weekly Team Planning Meetings. At the present time we are exploring ways to develop curriculum depth and complexity by identifying strategies that will help improve instruction for all ELLs in all content areas specifically identifying the challenges ELLs face with content area learning. Meetings for articulation to assist incoming ELL elementary school children is in place. 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.

Part D: Parental Engagement Activities

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

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

Begin description here: At BELL Academy we actively seek to have strong parental involvement among all the parents of our students. Providing them with a variety of opportunities for participating is our main goal. Administration, teachers, Parent Coordinator and our Parent Teacher Association (PTA) work cooperatively in reaching out to all parents and parents of ELLs are given equal opportunities and access to all activities including workshops, meetings, quarterly parent breakfast with an open discussion format for parents to present questions and concerns. To facilitate these discussions, our staff members who speak the different languages; Chinese, Spanish and Korean are invited to assist in the translation. The Assistant Principal is bilingual English and Spanish and regularly speaks directly to the Spanish speaking parents of our ELL students. Two full time bilingual paraprofessionals Chinese-English and Spanish-English translate and reach out to parents whenever necessary. They are also available during Parent Teacher Conferences, Open House and Curriculum Night. They serve as liaisons between teachers and parents. We collaborate with a Korean speaking guidance counselor from the elementary school in the building. She contacts our Korean speaking parents on a regular basis and is available in the building to assist during our open house, parent teacher conferences and throughout the day as needed. Throughout the year parents are invited to attend and participate in field trips, which serve as a means of providing an extended and enriching experience to the academic and social life of our ELL students. The Guidance counselor works cooperatively with the Parent Coordinator, the ESL teacher and Assistant Principal in coordinating a special High School Application Process Workshop for all 8th grade ELL parents. The Parent Coordinator works closely with the bilingual paraprofessionals and the ESL teacher to make arrangements for all ELL Parents orientation meetings, and follows up with phone calls of those unable to attend. All school events are posted on our school website and a biannual parent survey is sent home that serves as a needs assessment. ELL parents are given the option to respond in their native

Part D: Parental Engagement Activities

language and a follow up phone call is made in their language (Spanish, Chinese and/or Korean) if requested. The parental involvement activities also address the needs of the parents by supplying quarterly Academic Progress Report for all subject areas, including ESL. In addition, workshops are held for Renzullilearning.com and ARIS training to give the parents the opportunity to understand two important features of the school. In-house interpretation is available during these trainings.

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$10,000 - teachers \$ 1,000 - clerical	BELL Academy has scheduled a little over 200 hours of per session for ESL and Content area teacher (ELA) to support ELL students during the Supplemental Instructional after school program. 200 hours x49.89 (current teacher per session rate with fringe). Clerical services are offered to all ELL students to support families with all issues scapsulation/orientations.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	15,000.00	