



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME: BELL ACADEMY**

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

PRINCIPAL: **CHERYL QUATRANO** EMAIL: **CQUATRANO@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 Quatrano	*Principal or Designee	
Mary Orlando	*UFT Chapter Leader or Designee	
Christie Les	*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	
Jocelyn Pollina	Chairperson/Teacher	
Sally Schwartz	Member/Teacher	
Catalina Marte	Member/Teacher	
Dorothy DePalma	Member/Parent	
Jennifer Cardillo	Member/Parent	
Diane Klien	Member/Parent	
Debbie Piazza	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 2013, 100% of Social Studies and Science students in grades 6-8 will meet the requirements set by CCLS in at least two units of study as measured by the results of their initial, formative, and culminating assessments which focus on argumentative and informational writing.

### **Comprehensive needs assessment**

- Based upon the reviews of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based and NYS exams, and student work during the 2011-2012 school year
- Identified areas of need within our curriculum, instruction, assessment, and the “phase-in” of Common Core Learning Standards

### **Instructional strategies/activities**

Teachers will engage in curriculum development through common planning periods and department meetings in conjunction with Literacy Coordinator and Curriculum/Staff Developer. Further development will address the identified students groups (English Language Learners and Students with Disabilities). All involved staff members will collaborate with their department team, to create pre/culminating assessments and instructional tasks based upon curricula developed. Teachers will attend workshops and implement Renzulli Learning strategies and CCLS aligned ODYSSEY activities. Teacher teams along with student input will develop rubrics aligned to CCLS.

### **Strategies to increase parental involvement**

- The following parent meetings and workshops are provided during the school year.
  - Open School Night
  - Curriculum Fairs
  - CCLS Parent Workshop facilitated by Assistant Principal
- 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 understand.
- All information that is included in Professional Development and PTA meetings are presented to the SLT prior to implementation

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

### **Service and program coordination**

- Scheduling of Common Planning periods for Social Studies and Science teachers provides a weekly opportunity during the school day to collaboratively plan within and across grade levels. During these meetings teacher teams create and develop Common Core Learning Standards aligned curriculum in conjunction with Literacy Coordinator and Curriculum/Staff Developer. To further support the creation and implementation of CCLS aligned units, after-school department meetings are scheduled monthly.

**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 2013, 100% of English Language Arts and Math students in grades 6-8 will meet the requirements set by the CCLS in at least two, previously implemented and revised units of study in English Language Arts and Math as measured by initial, formative, and culminating assessments focusing on (Math: Fluency, Application, and Conceptual Understanding) (English Language Arts: Informational and Argumentative Writing).

**Comprehensive needs assessment**

- Based upon the reviews of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based and NYS exams, and student work during the 2011-2012 school year
- Identified areas of need within our curriculum, instruction, assessment, and the “phase-in” of Common Core Learning Standards

**Instructional strategies/activities**

Teachers will engage in curriculum development through common planning periods and department meetings in conjunction with Literacy Coordinator, Math Coordinator, and Curriculum/Staff Developer. Further development will address the identified students groups (English Language Learners and Students with Disabilities). All involved staff members will collaborate with their department team, to create pre/culminating assessments and instructional tasks based upon curricula developed. Teachers will attend workshops and implement Renzulli Learning strategies and CCLS aligned ODYSSEY activities. Teacher teams along with student input will develop rubrics aligned to CCLS.

**Strategies to increase parental involvement**

- The following parent meetings and workshops are provided during the school year.
  - Open School Night
  - Curriculum Fairs
  - CCLS Parent Workshop
- 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 understand.
- All information that is included in Professional Development and PTA meetings are presented to the SLT prior to implementation

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

### **Service and program coordination**

- Scheduling of Common Planning periods for Math and English Language Arts teachers provides a weekly opportunity during the school day to collaboratively plan within and across grade levels. During these meetings teacher teams create and develop Common Core Learning Standards aligned curriculum in conjunction with Literacy Coordinator, Math Coordinator, and Curriculum/Staff Developer. To further support, the creation and implementation of CCLS aligned units, after-school department meetings are scheduled monthly.

### **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 2013, each teacher will participate in at least one formative feedback session with supervisors regarding the three selected Danielson competencies. 100% of teachers will show evidence of implementation of next steps from formative feedback.

#### **Comprehensive needs assessment**

- Based upon reviews of Parent surveys, feedback from 2011-2012 workshops, written observation feedback from 2011-2012 school year, teacher survey, student work, lesson plans;
- Based upon the reviews of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based and NYS exams, and student work during the 2011-2012 school year

#### **Instructional strategies/activities**

Teachers will attend ongoing Professional Development about Charlotte Danielson's *Framework for Teaching*. Curriculum/Staff Developer will provide resources to familiarize all involved with what high-quality teaching requires. Resources include various webinars, instructional modules, videos, websites, and references focusing on planning coherent instruction, using questioning and discussion techniques, and using assessment in instruction. All instructional staff will experience 3 cycles of observations with timely actionable feedback based on selected teacher competency in the form of post-observations conferences. School leaders will also facilitate teacher-to-teacher inter-visitations.

#### **Strategies to increase parental involvement**

- The following parent meetings and workshops are provided during the school year.
- 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 understand.
- All information that is included in Professional Development and PTA meetings are presented to the SLT prior to implementation
- Providing assistance to parents in understanding City, State, and Federal standards and assessments

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

In the Fall, hold professional development to help teachers understand three school selected competencies; follow up with additional PD sessions throughout the school year during regularly scheduled teacher team and faculty meetings focusing on questioning, assessment, and curriculum; Identify resources and structures to support teachers' understanding the Danielson *Framework* resource list (e.g. videos on ARIS, teacher team meetings, inter-visitations); Facilitate teacher-to-teacher inter-visitation and formative classroom observations by school leaders, followed by norming through development conversations.

### **ANNUAL GOAL #4 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 #4**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### **ANNUAL GOAL #5 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 #5**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	ODYSSEY <i>Compass Learning</i>	Small group, One-to-One, Push-in, and Pull Out	<b>Level 1:</b> Three periods weekly during the school day. <b>Level 2:</b> One period weekly during the school day.
Mathematics	ODYSSEY <i>Compass Learning</i>	Small group, One-to-One, Push-in, and Pull Out	<b>Level 1:</b> Three periods weekly during the school day. <b>Level 2:</b> One period weekly during the school day.
Science	Tutoring <i>Based on individual needs</i>	Small group, One-to-One	Before or after school, During the school day as needed
Social Studies	Tutoring <i>Based on individual needs</i>	Small group, One-to-One	Before or after school, During the school day as needed
At-risk services provided by the Guidance Counselor	Counseling Goal Development <i>i.e. self concepts, social skills, peer relationships, decisions making, and responsibility</i>	Small group, One-to-One	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- All available teaching positions are posted on the Open Hire Market System.
- Our school receives multiple resumes for each position and all candidates are evaluated for each position to ensure all needs are met.
- BELL Academy has collaborations with two major colleges – University of Connecticut and St. John’s University.
- We host student teachers from partner colleges to ensure open positions are filled with familiar candidates.
- To date all staff members at BELL Academy are “Highly Qualified” therefore all have met state requirements including: Bachelor’s Degree and/or Master’s Degree, state certification, along with the ability to demonstrate strong qualifications in their core academic subject areas.
- Support is offered through professional development activities to assist with the necessary “Highly Qualified” requirements.
- Individualized professional development plans
- Mentoring for new teachers

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 .

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>337</b>	Total Number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>6.23%</b>
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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

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

**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	0	0					0
<b>Push-In</b>							2	3	4					9
<b>Total</b>	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
<b>Total</b>	<b>15</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>21</b>

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
<b>TOTAL</b>	<b>0</b>													

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	
<b>TOTAL</b>	<b>0</b>																				

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	
<b>TOTAL</b>	<b>0</b>										

**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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

# 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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.

across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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 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)?

Paste response to questions 1-5 here

#### **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 8<sup>th</sup> 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 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. 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.

## 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
LISTENING /SPEAKING	B							0	0	0				
	I							2	0	3				
	A							1	1	7				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							2	2	3				
	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

**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?

6. 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 them in gaining English language proficiency. All students take a web based test (Scantron Performance Series) that allows teachers to quickly pinpoint the students' literacy levels. This provides for accurate student placement and the diagnosis of instructional needs. Measureable data includes the levels students achieve in reading, writing, listening, and speaking on the NYSESLAT. The data pattern shows that the majority of ELLs make gains and score proficient on the listening and speaking modalities before making significant gains in the reading and writing modalities. It is the Reading and Writing skills that are holding our students back from the proficiency level. The patterns across the modalities will guide instruction by focusing on improving the modalities that are in need. The students that are higher performing or deemed proficient will still receive rigorous instruction in all modalities. Materials and technology will be aligned with the needs of the students as well as the Common Core Learning Standards. Cooperative learning, scaffolding, and differentiation are implemented on an on-going basis. The majority of students are making steady gains in all four modalities. However, some of the students need additional support in reading and writing based on the ELA and NYSESLAT scores. The vast majority of our 6th, 7th, and 8th grade students received a 3 or 4 on the state math test. Ten out of twenty-one ELLs took the exam in their native language but the instruction during the year was in English with native language support. The success of BELL Academy's ESL program is measured in many different ways. Data from the NYSESLAT and ELA always serves as our primary source of evaluation. The success of our program is also evaluated by student work. The progress made in each students' Reader's and Writer's Notebook serves as verification of the progress being made by each student. The ESL teacher records student observations as well as conferences between the teacher and student. The evaluation of our ESL Program is on-going in order to better serve our ESL population.

### **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 Coor.</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**

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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**

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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.