

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

25Q294

School Name:

BELL ACADEMY

Principal:

MR. DAVID ABBOTT

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 25Q294
School Type: Public School Grades Served: 6-8
School Address: 18-25 212th Street, Bayside, NY 11360
Phone Number: 718-428-0587 Fax: 718-428-0237
School Contact Person: Mr. Keith Chobot Email Address: KChobot@schools.nyc.gov
Principal: Mr. David Abbott
UFT Chapter Leader: Mr. Keith Chobot
Parents' Association President: Ms. Jodi Freed and Ms. Stacy Mack
SLT Chairperson: Ms. Margarita Leonard
Student Representative(s): _____

District Information

District: 25 Superintendent: Ms. Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11354
Superintendent's Email Address: DDiMango@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Ms. Despina Zaharakis
Network Number: CFN204 Network Leader: Ms. Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mr. David Abbott	*Principal or Designee	
Mr. Keith Chobot	*UFT Chapter Leader or Designee	
Jodi Freed	*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	
Jennifer Cardillo	Member/ Parent	
Jennifer Rizzo	Member/ UFT – BELL Academy	
Dawn Dratel	Member/ Parent	
Paul Perskin	Member/ CSA – BELL Academy	
Christine Chu	Member/ UFT – BELL Academy	
Margarita Leonard	Member/ UFT	
Liza Falco	Member/ Parent	
Neil Borg	Member/ Parent	
Christie Yiannis-Les	Member/ Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

As a school modeled on the Schoolwide Enrichment Model of Dr. Joseph Renzulli and Dr. Sally Reis, BELL Academy works to develop educational challenges for students of all ability levels. Staff works to combine student talents and interests with a rigorous Common Core aligned curriculum to help prepare students for high school, college, and/or their career. To enhance our knowledge of students, we have all students take interest surveys that we use to help inform decisions in the classroom and as part of our Schoolwide Enrichment Model.

Our Instructional Goal is: Students will engage in high quality discussions, exemplified by responding to and extending each other's thinking. This will result in improved student performance based on great use of text-based evidence in student writing and oral responses in all content areas.

This supports our school's commitment to Danielson's component 3B: Using Questioning and Discussion Techniques as a way to improve student learning. Additionally, we have selected to focus on using the discussions held in class to improve the written work products of our students. Staff members continue to lead professional development on using the Hochman Writing Method to improve student writing.

Historically, BELL Academy has had high student performance, but we have struggled with our student progress. Over the past two years, we have worked to implement Expeditionary Learning as our English Language Arts (ELA) curriculum and CMP3 for our math curriculum. This year we have worked to modify the modules in these programs to help meet the needs of all types of learners. We have also worked to update our curriculum maps and create an online library of unit plans and the enhancements that are made to these plans over the course of the year. We have emphasized the areas that will specifically target multiple entry points for learners of all ability levels including students with disabilities, English language learners, and former English language learners.

This school has a strong Schoolwide Enrichment Model, which meets for two periods every Friday. This time period allow students to investigate their interests and talents more directly for this time period.

Areas where BELL Academy has worked to improve its performance related to the Capacity Framework include:

- Creating common core-aligned rubrics to measure student understanding. In addition we have students self and peer assess to gain ownership of the rubrics (also aligned with our academic goal)
- All measureable student goals on Individualized Educational Plans (IEPs) created aligned to Common Core Learning Standards (CCLS)
- Monitor/check student progress based on the standards (Indicator checklist)
- Using CCLS to create learning objectives for each lesson in all content areas
- Target specific standards to measure student growth
- School wide initiative of POWER WORDS to promote higher order thinking skills
- Using higher order questioning to promote student discussion and deepen student thinking (word clouds)
- Implementing the Socratic Seminar in all content areas
- Providing differentiated supports to enable multiple entry points for all levels of learners
- Guided questions, scaffolding, graphic organizers
- Small group instruction on Tuesday, Wednesday, and Thursday afternoons with targeted student populations
- Curricula & academic tasks are planned and refined so that individuals and groups of students (top ⅓, bottom ⅓, English Language Learners (ELLs), Students with Disabilities (SWDs) are cognitively engaged and supported through rigorous content
- Our School's instructional focus and use of Danielson Framework for teaching
- -Teachers outside ELA emphasize literary experiences through planning an instruction

- -Classroom question techniques require use of relevant text based details - 3b
- -Develop habits for making evidentiary arguments (oral & written) to assess text comprehension - 3d
- Teaching practices that provide multiple entry points, supports and extensions to all students
- -Modification of unit plans, special attention to ELLs, SWD, Bottom 1/3 etc.
- -Use of pretest & posttest to assess readiness (do nows, exit slips)
- -Involving student choice for project based learning
- Instructional practices that promote high levels of student thinking and participation
- Create assessments that are in line with our school's curriculum and instructional focus
- Create rubrics that provide students with clear feedback that leads to a next step for students
- Using data from assessments to inform instruction as well as future assessments
- Using assessments that are in-line with the curriculum and provide clear feedback for students and teachers about student progress towards goals
- Using common assessments to determine strategies to help SWDs, ELLS, and Former ELLS achieve at a higher level
- Teachers use varied assessments to provide consistent feedback to students
- Pretests and post tests to measure student learning
- Providing students with clear next steps so that they may continue to grow
- Greater use of instructional Technology

Current Strengths of BELL Academy:

Family and Community Engagement:

- Father's Bring Their Child to School Day
- Female Role Model Breakfast
- "See Something Say Something" Award
- Monthly Parent Workshops

Strong Youth Development:

- Anti-bullying campaign
- Respect for All Contest

Student Voice:

- Student Government
- BELL Ambassadors

Based on an in-depth analysis of the School Quality Guide and data files, there was an increase in the overall median adjusted growth percentile for the state ELA exam. In 2012-13, the data indicated 66.0% of the peer range while in 2013-14 the data indicates 76.1%. Additionally, there was an increase in the percentage of students meeting proficiency on the state ELA exam. In 2012-13, the data indicated 45.9% of students reaching proficiency while in 2013-14 the data indicates 48.8%.

However, there was a 48.9% decrease in the median adjusted growth percentile for the school's lowest third in ELA. In 2012-13, the data indicates a median adjusted growth percentile of 60.8% when compared to the peer range while in 2013-14 the data indicates 11.9% of the range. An additional decrease can also be seen in the median adjusted growth percentile for the school's lowest third on the state math exam. In 2012-13, the data indicates a median adjusted growth percentile of 54.4% when compared to the peer range while in 2013-14 the data indicates 11.6% of the range.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In developing this goal, we have consulted many different sources of information including past benchmarks and student performance. This goal has been developed to help us challenge learners of all ability level. We also hope that this goal will help our student progress data more closely match our student achievement data on our school quality report. For student achievement, we ranked 70% in our peer group and 100% in the city with our percentage of students who scored a level 3 or level 4 in ELA. This goal was created to help our English Median Adjusted Growth Percentile score, which was in the 30th percentile of our peer group and 36th percentile city-wide on our school quality report improve this school year. One group we will be focusing on supporting with this goal will be our lowest third population whose English Median Adjusted Growth Percentile ranked 12% for Peer group and 8% city-wide for this student population.

We feel that we can leverage staff members who have experienced success with discussion techniques such as Socratic Seminars that increase student engagement to help transition this engagement to student achievement on writing prompts. We also have subject area teams that have targeted areas of improvement and areas of strength for each grade within their department as well as school wide.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To support our school’s Instructional Focus, by June 2015, 75% of students will show growth on Common Core aligned writing rubrics as determined by a fall and spring writing task comparison.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Research-based instructional programs, professional development, and/or systems and structures needed to impact	All Students	Ongoing throughout	Interdisciplinary department teams,

<p>change:</p> <p>Teacher led professional learning on the Hochman Writing Method Teacher led PD on discussion techniques and Socratic seminar techniques Department inquiry to determine skills/strategy strengths and weaknesses across grades including item analysis and looking at student work protocols Grade level and subject level investigation of data to determine strengths and weaknesses as well as deciding methods to address these strengths and weaknesses MAP testing through NWEA to identify individual student needs and establish individual learning pathways Use of Professional Learning time and Other Professional Work time to share best practices</p>		<p>the year September through June</p>	<p>Professional Development Committee, School Administration</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <p>Ongoing revisions to lesson plans to try and best meet the needs of all learners Consultations with ICT teachers on lesson plan development, units, and assessments Professional development focused on multiple entry points</p>	<p>Teachers who serve all students SWDs</p>	<p>September through June</p>	<p>Grade level and department leaders, professional development committee, School Administration</p>
<p>Strategies to increase parent involvement and engagement:</p> <p>Parent workshops on involving parents in their students learning including ELA strategies, Technological resources, and discussion techniques. Parent celebrations</p>	<p>Parents of all students</p>	<p>September through June</p>	<p>Parent coordinator, teachers, School Administration</p>
<p>Activities that address the Capacity Framework element of Trust:</p> <p>Collaboration with School leadership team with goal development. Monthly Tuesday meetings with parents by subject team during Parent Outreach on Tuesday afternoons Monthly “Coffee with the Principal” and parent workshops.</p>	<p>All stakeholders within the school community</p>	<p>September Through June</p>	<p>Parent coordinator, teachers, School Administration</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Scheduled grade meetings on a weekly basis as well as planning time for each department during Monday professional learning time</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
<p>X</p>	<p>Tax Levy</p>		<p>Title I Basic</p>		<p>Title IIA</p>		<p>Title III</p>	<p>X</p>	<p>Grants</p>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>Parent donations to support technology integration</p>									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Midyear ELA benchmark task with a Common Core aligned writing rubric administered school-wide in January/February.

Part 6b. Complete in **February 2015**.

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|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In developing this goal, we have consulted many different sources of information including past benchmarks and student performance. This goal has been developed to help us challenge learners of all ability levels. This goal will help our student progress data more closely match our student achievement data on our school quality report. For student achievement, we ranked 64% in our peer group and 100% in the city with our percentage of students who scored a level 3 or level 4 in Math. This goal was created to help our Math Median Adjusted Growth Percentile score, which was in the 19th percentile of our peer group and 26th percentile city-wide on our school quality report improve this school year. One group we will be focusing on supporting with this goal will be our lowest third population whose Math Median Adjusted Growth Percentile ranked 12% for Peer group and 7% city-wide for this student population.

We are hoping that by working with teacher-generated data and MAP testing results, we can better assess student needs and assign timely, relevant assignments to help remediate or conversely challenge students who achieve highly.

Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, teachers will instill academic self-confidence in all students so that 60% of our school’s lowest third in mathematics will show at least 1 level of growth on vertically aligned school assessments as evidenced by Common Core Aligned Mathematics Rubrics. Growth will be measured using the fall baseline assessment and spring final assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Research-based instructional programs, professional development, and/or systems and structures needed to impact change: Use of MAP diagnostic and instructional program and assessment to target student skills support	All Students and staff	September through June	Various teachers, Professional Development Committee, Administration

Discussion technique and Socratic Seminar Professional Development Use of Professional Learning time, Parent outreach, and Other Work Product time to share best practices Revision and enhancement of CMP3 Modules for students of all ability levels			
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups: Ongoing revisions to lesson plans to try and best meet the needs of all learners Consultations with ICT teachers on lessons, units, and assessments Small group targeted instruction After school intensive support for targeted students on Tuesday, Wednesday, and Thursday	Teachers who serve all students SWDs	September through June	Grade level and department leaders, professional development committee, administration
Strategies to increase parent involvement and engagement: Parent workshops on involving parents in their students learning including math strategies, Technological resources, and discussion techniques. Parent celebrations Highly Targeted events implemented to include as many stakeholders in the BELL Community	Parents of all students	September through June	Parent coordinator, teachers, administration
Activities that address the Capacity Framework element of Trust: Collaboration with School leadership team with goal development. Monthly Tuesday meetings with parents by subject team during Parent Outreach on Tuesday afternoons Monthly “Coffee with the Principal” and parent workshops.	All stakeholders within the school community	September through June	Parent coordinator, teachers, administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Math Department, MAP Assessment, Instructional Technology

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Parent donations to support technology integration									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.
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Mid-year vertically aligned school assessment with Common Core Aligned Math Rubric administered to all students in December/January.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In developing this goal, we have consulted many different sources of information including past benchmarks and student performance. This goal has been developed to help us challenge learners of all ability level. We also hope that this goal will help our student progress data more closely match our student achievement data on our school quality report. As mentioned above, Student Progress is a major point of emphasis for our students, so we are hoping to see our School Quality Guide score improve overall, but more specifically for the students in our lowest third. Our school scored in the “Meeting Target” range for Closing the Achievement Gap, but we feel that with more direct focus on tailoring our education to meet the needs of learners of all abilities that this score can improve as well.

We are hoping that by working with teacher-generated data and MAP testing results, we can better assess student needs and assign timely, relevant assignments to help remediate or conversely challenge students who achieve highly. Teacher inquiry will be used to assess and evaluate student work, lesson development, and pedagogical practice.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teacher teams will work collaboratively to adjust 80% of unit plans to show greater vertical and grade alignment with included supports for SWDs, lowest third, former ELLs and ELLs within all subject areas, including Depth of Knowledge (DOK) enhancements to increase the rigor of our tasks for all students including higher performing.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change: Cross Curricular Enrichment Projects for each grade</p>	All Students and staff	September through June	Various teachers, Professional Development Committee,

<p>Database of Lesson and Unit Plans available on school Google drive accessible to all members of the school community</p> <p>Teacher led department meetings</p> <p>School-wide data analysis to support coherency</p> <p>Weekly grade level meetings facilitated by teachers</p> <p>Classroom intervisitations to support best practices</p> <p>Curriculum compacting and frontloading of information to help advance student learning</p>			Administration
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <p>Ongoing revisions to lesson plans to best meet the needs of all learners</p> <p>Consultations with ICT teachers on lessons, units, and assessments</p> <p>Professional development focused on multiple entry points</p> <p>Teacher determined targeted AIS for Tuesday afternoon Other Professional Work time and Wednesday and Thursday following school</p>	<p>Teachers who serve all students</p> <p>SWDs, ELLs, Former ELLs, lowest third</p>	September through June	Grade level and department leaders, professional development committee, administration
<p>Strategies to increase parent involvement and engagement:</p> <p>Parent workshops on involving parents in their students learning including math strategies, Technological resources, and discussion techniques.</p> <p>Parent celebrations</p> <p>Highly Targeted events implemented to include as many stakeholders in the BELL Community</p>	Parents of all students	September through June	Parent coordinator, teachers, administration
<p>Activities that address the Capacity Framework element of Trust:</p> <p>Collaboration with School leadership team with goal development.</p> <p>Monthly Tuesday meetings with parents by subject team during Parent Outreach on Tuesday afternoons</p> <p>Monthly “Coffee with the Principal” and parent workshops.</p>	All stakeholders within the school community	September through June	Parent coordinator, teachers, administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher leads, protocols, MAP, Friday Programming to include grade-level meetings

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Parent donations to support technology integration and purchase iPads for classroom use									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>20. Specify a timeframe for mid-point progress monitoring activities.</p>
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By mid-January, teachers should have four unit plans that show greater vertical and grade alignment with included supports for SWDs, lowest third, former ELLs and ELLs within all subject areas, including Depth of Knowledge (DOK) enhancements to increase the rigor of our tasks for all students including higher performing.

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

When our school collaborated to develop our instructional focus, we emphasized the importance of student discussion with regards to creating deeper knowledge and improving the writing process. In creating this goal, we wanted to ensure that staff were given the opportunity to take a leadership role in providing the professional learning that will help the whole school improve their performance towards these aims. With our school’s unique student population, it is important to highlight key practices that teachers have implemented successfully with their students. We also seek to improve Advance ratings for teachers in Danielson Component 3b from 51% receiving Effective or above for this component.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 35% of staff will participate in leading professional learning in support of the school goals, instructional focus, and improved teaching practices as evidenced by teacher led professional development during Monday and Tuesday professional learning time, as well as Wednesday parent-workshops and agendas.

By June 2015, 65% of teachers will earn a rating of Effective, or higher, in Danielson component 3b, Using Questioning and Discussion Techniques.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Research-based instructional programs, professional development, and/or systems and structures needed to impact change: Teacher Leaders to facilitate content specific professional learning School-wide inquiry team Teacher led professional development teams to create, analyze, and	All Students and staff	September through June	Various teachers, Professional Development Committee, Administration

modify annual professional learning plan Staff partnerships to support teachers new to BELL Academy			
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups: Ongoing revisions to lesson plans to try and best meet the needs of all learners Consultations with ICT teachers on lesson development, units, and assessments Professional development focused on multiple entry points Teacher determined targeted AIS for Tuesday afternoon Other Professional Work time	Teachers who serve all students SWDs, ELLs, Former ELLs, lowest third	September through June	Grade level and department leaders, professional development committee, administration
Strategies to increase parent involvement and engagement: Parent workshops on involving parents in their students learning including ELA and math strategies, Technological resources, and discussion techniques. Parent celebrations Highly Targeted events implemented to include as many stakeholders in the BELL Community	Parents of all students	September through June	Parent coordinator, teachers, administration
Activities that address the Capacity Framework element of Trust: Collaboration with School leadership team with goal development. Monthly Tuesday meetings with parents by subject team during Parent Outreach on Tuesday afternoons Monthly “Coffee with the Principal” and parent workshops	All stakeholders within the school community	September through June	Parent coordinator, teachers, administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional learning time, Teacher Leads, Professional Development Team, Grade level and Core Inquiry, Wednesday morning scheduled “Coffee with the Principal” workshops. These structural resources will be supported by research based supports such as Socratic seminar materials, handouts on effective teaching practices, effective questioning techniques, supporting students with disabilities, English language learners and videos on highly-effective teaching practices.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.
By January, we will evaluate the professional learning activities and those who have led these activities to ensure we are on track with professional learning goals. Administration will review Advance Ratings of teachers to gauge progress towards 65% of teachers being rated “Effective” or higher on the Danielson Rubric Component 3B.

Part 6b. Complete in February 2015.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

When considering our school data, we determined that we wanted to work to involve all stakeholders more directly in our school community. Our goal is to involve parents in the school more directly for informational, celebratory, and community building events. We wanted to build on the success of events we have had in years past like our “Fathers bring your child to school day” and “Female Inspirational Breakfast” events by holding a greater number of opportunities.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, in a trusting partnership with the PTA, BELL Academy will provide parents with a minimum of fifteen informative sessions offered by content specialists, Guidance, ELL, and Speech/Language personnel and a minimum of ten celebratory opportunities to promote family engagement. This will be evidenced by 80% of parent attendees giving informative sessions a rating of satisfactory or higher.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Research-based instructional programs, professional development, and/or systems and structures needed to impact change: Teachers attend PTA meetings Parent “Coffee with Principal” and learning opportunity days Curriculum meetings led by individual departments on a monthly basis Parent Resource Binder Engrade parent communication tool Monthly see something say something awards Celebratory Events to get family members into the school including:	All Students and staff	September through June	Various teachers, Professional Development Committee, Administration

<p>father take your kids to school day, female inspirational breakfast, and honor roll celebrations</p> <p>Parent volunteers to help support arts</p> <p>Schoolwide Enrichment Model Cluster Celebrations</p> <p>Student Government</p>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <p>Create opportunities for all levels of students</p> <p>Professional development focused on multiple entry points</p> <p>Teacher determined targeted AIS for Tuesday afternoon Other Professional Work time</p> <p>Teachers attend PTA Meetings</p> <p>Include all students in these student led events</p> <p>Weekly meetings facilitated by the Parent Coordinator</p>	Parents of all students	September through June	Teachers, School Administration, Parent Coordinator
<p>Strategies to increase parent involvement and engagement:</p> <p>Parent workshops on involving parents in their students learning including ELA and math strategies, Technological resources, and discussion techniques.</p> <p>Parent celebrations</p> <p>Highly Targeted events implemented to include as many stakeholders in the BELL Community</p>	Parents of all students	September through June	Parent coordinator, teachers, administration
<p>Activities that address the Capacity Framework element of Trust:</p> <p>Collaboration with School leadership team with goal development.</p> <p>Monthly Tuesday meetings with parents by subject team during Parent Outreach on Tuesday afternoons</p> <p>Monthly “Coffee with the Principal” and parent workshops.</p>	All stakeholders within the school community	September through June	Parent coordinator, teachers, administration, School Leadership Team, PTA,

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Secure permits as needed to schedule nighttime activities such as concerts and other celebrations, Scheduling of PTA and PTA Executive Board Meetings, Community Officer Presentation, Partnering with Community Based Organizations (such as the Samuel Field Youth Program), translation services as needed, Funds for School website management, parent satisfaction resource.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, BELL Academy in conjunction with its PTA will provide parents with a minimum of eight informative sessions offered by content specialists, Guidance, ELL Staff, and Speech/Language Personnel and a minimum of five celebratory opportunities to promote family engagement.

Part 6b. Complete in February 2015.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Small group instruction focused close reading of passages similar to those that have challenged the reader in the past. Closer focus paid to readings completed in class.	Interactive readings, close readings, focused discussion and practice surrounding readings, skill development mini lessons MAP assessment and NWEA individualized instruction	Small group, One-to-One, Push-in, and Pull Out	During the School Day, Also, teachers provide extra services as part their Tuesday Other Professional Work, Small, targeted student instruction will also take place on Wednesday and Thursday afternoons
Mathematics	Small group instruction focused on the steps and procedures present in multi-step problems	Targeted math practice, individualized feedback on progress, discussion of math processes MAP assessment and NWEA individualized instruction	Small group, One-to-One, Push-in, and Pull Out	During the School Day, Also, teachers provide extra services as part their Tuesday Other Professional Work, Small, targeted student instruction will also take place on Wednesday and Thursday afternoons
Science	Related to ELA AIS services.	Interactive readings, close readings, focused discussion and practice surrounding readings, skill development mini lessons MAP assessment and NWEA individualized instruction	Small group, One-to-One, Push-in, and Pull Out	During the School Day, Also, teachers provide extra services as part their Tuesday Other Professional Work, Small, targeted student instruction will also take place on Wednesday and Thursday afternoons
Social Studies	Related to ELA AIS services.	Interactive readings, close readings, focused discussion and practice surrounding readings, skill development mini lessons	Small group, One-to-One, Push-in, and Pull Out	During the School Day, Also, teachers provide extra services as part their Tuesday Other Professional Work, Small, targeted student instruction

		MAP assessment and NWEA individualized instruction		will also take place on Wednesday and Thursday afternoons
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Developing strategies and goals for students to work towards as part of their daily routines.		Small group and individualized	During the School Day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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](#)

District 25	Borough Queens	School Number 294
School Name BELL Academy		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal David Abbott	Assistant Principal Paul Perskin, Catalina Marte
Coach	Coach
ESL Teacher Dana Murillo-Romeo	Guidance Counselor Megan Liendo
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Lori Belcastro
Related Service Provider Christine Chu	Other
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	367	Total number of ELLs	11	ELLs as share of total student population (%)	3.00%
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Part II: 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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in							2	2	1					5
Pull-out							7	8	3					18
Total	0	0	0	0	0	0	9	10	4	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	8	0	0	2	0	1	1	0	0	11

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	8	0	0	2	0	1	1	0	0	11
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section 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	3	0					4
Chinese							3	1	1					5
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							0	0	2					2
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	4	4	3	0	0	0	0	11

Part III: Assessment Analysis

Assessment Breakdown

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

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)							1	2	0					3
Intermediate(I)							1	0	0					1
Advanced (A)							2	2	3					7
Total	0	0	0	0	0	0	4	4	3	0	0	0	0	11

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	1	0	0	3
7	3	1	0	0	4
8	2	0	0	0	2
NYSAA Bilingual (SWD)					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	2	0	1	0	1	0	4
7	2	0	1	0	0	0	1	0	4
8	0	0	0	0	3	0	0	0	3
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
In order to assess the literacy skills of our students we look at the data from the English Language Arts baseline as well as the item analysis from the English Language Arts state exam. The results of this assessment are used to plan and guide instruction for both the ESL and content area teachers. This data is shared during team planning so that it can be used to foster discussion among the teachers

an create action plans for academic success.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our students at BELL Academy tested advanced on the NYSESLAT. Out of our seven advanced students, one of them is a long-term ELL, five of them have had zero to three years of service, and one of them has had four years of service. This tells us that our students in the zero to three years of service subgroup are progressing and our two students that have had four years of service need to be closely monitored so that we can work to move them in the direction of proficiency. We have one student on the intermediate level that has had two years of service. This particular student has shown progress and we will continue to monitor him so that his progress continues throughout the year. We have three beginning ESL students at BELL Academy this year. One of our beginning students is a long-term ELL-SWD. This student has not been previously x-coded and is therefore not eligible for ELAND review the ESL teacher works closely with the self-contained special education teacher and our IEP team to ensure that this student is meeting her IEP goals and making academic progress. Our two other beginning students have both had two years or less of service in ESL and are showing a great deal of academic growth.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We have a variety of proficiency levels in grades six and seven. However in grade eight we have all advanced students. When the results of the Fall 2013 ELL Periodic Assessments are available, the school leadership and teachers will discuss the results and use the data to drive our instruction. At this time, the school leadership and teachers will also look at other school based assessments that the ELL students have been given. The native language is used to support the second language acquisition of our students by encouraging them to read in their native language in school and at home. We are committed to expanding our native language library each year. The native language development of our ELLs is also supported by our faculty members that are fluent in the students' language. Students use their native language/English dictionaries in each content area. 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.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
During our team planning meetings the ESL teacher and content area teachers discuss how to incorporate multiple points of entry for ELLs in lessons and tasks. The ESL teacher provides the content area teachers with scaffolds and sentence frames that can be used to foster the development of the students' academic and social language in the content areas. The goals for each individual student are shared during the meetings among the content area teachers so that they are aware of the specific goals that we have for each ESL student. As the ESL teacher gathers data throughout the year regarding the ESL students she shares it in the team planning and inquiry meetings.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At BELL Academy the success of our program for ELLs is evaluated each year by the academic performance of our students. Some of the data sources that are analyzed include but are not limited to: NYSESLAT scores, ELA scores, Math scores, and ELL Periodic Assessment scores. The results of these assessments show that our students are benefiting from instruction in both push-in and pull-out classes.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 ESL coordinator reviews the HLIS and an informal oral interview with both the parent and child is conducted by the ESL teacher. A translator will assist in conducting the interview as necessary. Bilingual pedagogues that aid in translation are: Christine Chu - Mandarin, Catalina Marte - Spanish, Ms. Yang Synn - Korean, and paraprofessional Rikky Ma - Mandarin. The ESL teacher determines Language Assessment Battery - Revised (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 (Dana Murillo-Romeo) will administer the LAB-R. Performance on this exam 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 Entitlement Letter that can be found on the Department of Education website. The students who have taken the LAB-R, and whose home language is Spanish must also take a Spanish LAB to determine underlying transferable skills in Spanish and language dominance. When it is necessary to give the LAB it is administered by our bilingual Assistant Principal, Ms. Catalina Marte. 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 along with a notice informing them of a Parent Group Orientation meeting.
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.
Once the necessary students have been given the LAB-R/LAB and the exams are scored on site, parents of entitled students are given entitlement letters in their home language. At this time parents are invited to an orientation held in the the school by the ESL coordinator and the parent coordinator. Translators are always present when necessary or indicated by the parent as per the Parents' Preferred Language Form. During the Parent Program Orientation the ESL coordinator provides the parent with the opportunity to view the Parent Orientation Video in the parent's home language. Once the Parent Orientation Video has been viewed the ESL Coordinator will provide the parent with an ELL Parent Brochure in their home language which further explains the three program choices offered in New York City. After the parent has the opportunity to view the materials the ESL coordinator will answer any questions that the parent has. A Parent Survey and Program Selection Form will be handed out in order for the parent to make the best choice regarding their child's education.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Once the LAB-R has been administered and scored, letters of entitlement and non-entitlement are sent home to the parents in their home language. Students that score below proficient on the LAB-R are sent letters of entitlement to notify the parents that their child is entitled to English as a Second Language Services. The parents are also given a date and time to attend the Parent Program Orientation hosted by the school. After the parent attends the Parent Program Orientation the ESL coordinator will collect the Program Selection forms. Once all of the forms are returned, copies are made and filed in the ESL coordinator's records. The student is then placed in their chosen program.
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.
Once the LAB-R has been administered and scored, letters of entitlement, non-entitlement, continued entitlement, and non-entitlement transition letters are sent home to the parents in their home language. Copies are made of all letters that are sent home and stored in the ESL Coordinator's files. All identified ELL students are placed in the program selected by the parents on the Program Selection form. At BELL Academy we have a freestanding ESL program. Parents and students that select a transitional bilingual education or a dual language program work with the ESL coordinator and guidance counselor to find an open spot in another school that has the program they would like to enroll in. All communication with the parent is supported with a translator if the parent indicates that he or she needs one. This year at BELL Academy we did not have students that were eligible to take the LAB-R, therefore we did not hold a Parent Program Orientation. All of our current ELLs wish to be in our freestanding ESL program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the beginning of the year the ESL coordinator orders the New York State English as a Second Language Achievement Test (NYSESLAT) for the ELL population in the school. Weeks prior to the administration of the NYSESLAT, the ESL coordinator works along side the testing coordinator to create a schedule that aligns to the testing window allocated for the NYSESLAT by New York State. The ESL coordinator attends rubric training in the spring and selects a NYSESLAT committee to help administer and score the NYSESLAT. The ESL coordinator will turnkey the information provided from the rubric training and train the NYSESLAT committee on how to score the NYSESLAT according to the training guide provided by New York State. All students taking the NYSESLAT are provided with a letter that will inform them and their parents of when the NYSESLAT is going to be given. All letters are sent home in the parent's home language. The speaking subtest is the first portion of the NYSESLAT to be administered. The speaking test is administered by the student's teacher while a disinterested teacher listens simultaneously and scores the student's responses. The speaking portion is administered individually. The listening, reading, and writing subtests are administered next. However, each subtest is administered on a different day within the testing window.

6. 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.) 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. 
- 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. The program that we offer at BELL Academy has been aligned with parent requests for the past seven years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- 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])?

The program at BELL Academy is a Freestanding ESL program that consists of both push-in and pull-out services. The ESL teacher pushes-in to the English Language Arts class on each grade level at least once a week. The ESL teacher also pushes-in to science two times a week for the eighth grade ESL students taking the regents exam. The ESL teacher supports literacy based content and vocabulary development during lessons. The ESL teacher and content area teachers will decide whether to teach the group as a whole or work in small groups. These decisions depend on the content that is being taught as well as student performance. The general education and self-contained classes are grouped heterogeneously. The ESL teacher pulls students out to work in small groups several times a week. Half of the pull-out groups are grouped heterogeneously while the other half of the pull-out groups are grouped homogeneously.

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)?

All students are programmed to meet their mandated amount of instructional minutes by the ESL coordinator and the programming coordinator. Beginning and intermediate students are programmed for 8 periods a week (360 minutes) and advanced students are programmed for 4 periods a week (180 minutes). The ESL teacher spends 90 minutes a week in the sixth grade ELA class and 45 minutes a week in the seventh and eighth grade ELA classes with ESL students.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL teacher pushes-in to content area classes. All content area classes are taught in English. The ESL teacher and the content area teachers work together to provide multiple entry points for the students. By building appropriate scaffolds the ESL students are able to complete the rigorous tasks that our non-ELLs are completing. At BELL Academy our emphasis and use of accountable talk also provides ESL students with the stepping stones that they need to engage in academic discourse with their peers and feel comfortable with classroom conversation.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading, writing, listening, and speaking are all built into the ESL and English Language Arts teaching periods. The ESL teacher uses the NYSESLAT individual parent reports to align student goals to the ESL curriculum. The ESL teacher meets with content area teachers during common planning time to make sure that reading, writing, listening, and speaking are built into daily routines and lessons. The ESL teacher shares best practices for ESL students with the staff such as, the Frayer Model and Shades of Meaning for vocabulary development, the SIOP (Sheltered Instruction Observation Protocol) model, and Accountable Talk. The materials that the ESL department orders this year will be aligned to the NYSESLAT and the common core learning standards in reading, writing, listening, and speaking. The ESL teacher will use these materials to assess the students in all four modalities throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At this time, we do not have any SIFE students in our ESL population. However, our plan for SIFE students is to build supportive environments that will help the students adapt to the social, cultural, and academic changes they may be faced with. One way that we plan to do this is by pairing our SIFE students with students that were once new to the country but have now adapted to the United States. We will pair these students so that they have the same home language. This peer mentoring program will help our SIFE students ease into the school system with as little social anxiety as possible. One program that we would plan to use with our SIFE students is Rossetta Stone in English. The ESL teacher and technology teacher will work together to assist the students with this individualized program. The ESL teacher will work closely with the SIFE students to assess and build early literacy skills in English using manipulatives and visuals. Our newcomers are taught in small groups during pull-out periods. Most of our newcomers have a strong foundation of early literacy skills. However, pull-out instruction often focuses on strengthening these skills in order to deepen the students' understanding in reading, writing, listening, and

speaking. Push-in services for these students also promote growth in all four modalities. Our ELLs receiving services for four to six years and our long-term ELL receive AIS in addition to their state mandated ESL services. All the faculty members are given a data sheet in the beginning of the year that provides them with information regarding the students' years of service. The ESL teacher works with the content area teachers in order to provide them with information and strategies that will be helpful for this particular population of students. All former ELLs that have tested proficient within the last two years are seen by the ESL teacher during push-in periods, so that the ESL teacher can provide the students with extra support in the content area. Former ELLs that have tested proficient within the last two years are also given the same testing accommodations as our current ESL students.

7. 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?

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 provides students with disabilities to travel and interact with their general education peers in all classes while receiving support from the ICT teacher as well as the content area teacher. The ESL teacher supports ELL-SWDs by pushing-in to their English Language Arts class. This year we do not have any ELL-SWDs in the ICT model. The ELL-SWD in the self-contained classroom is also seen by the ESL teacher during English Language Arts. The self-contained teacher and the ESL teacher collaborate to plan lessons that are well suited for the learning styles and needs of each student. This small classroom setting is a positive environment that emanates academic and social success for individual students.

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

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. Time during team planning meetings are allocated for these teachers to look over and assess student IEP goals. Each student's IEP goal and action plan is reviewed on a monthly basis in order to ensure that ELLs attain English proficiency.

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

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

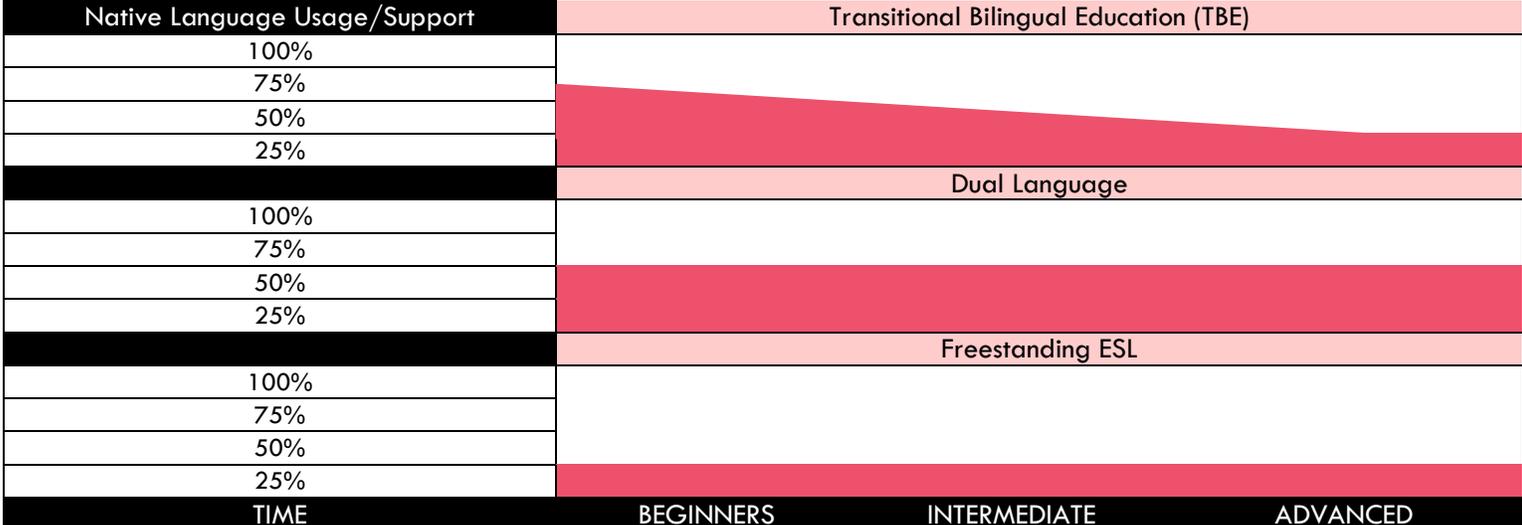
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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

9. 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.
Our intervention programs for ELLs in ELA, math, and other content areas include small group instruction, differentiation, AIS services, and after school programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is meeting the needs of our ELLs in both content and language development by looking at data (state exams from the year before and formative and summative assessments throughout the school year) and providing the students with data driven instruction in small groups. As a Renzulli school all students take an interest-a-lyzer in the beginning of the year. This information provides the teachers with the interests and learning styles of all of the students. This information is also used to determine how students should be grouped.
11. What new programs or improvements will be considered for the upcoming school year?
As a school we are constantly evaluating rigorous materials that will guide and support our students in a productive struggle of learning for the upcoming year.
12. What programs/services for ELLs will be discontinued and why?
At this point we do not see the need to discontinue any of our programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are given equal opportunity and encouraged to participate in all school programs. As a part of our Renzulli program each week all students participate in an academic enrichment cluster. These clusters are picked by the students and range with topics from sports and sportsmanship to origami. This is wonderful opportunity for students to exercise their use of social language while being engaged in a topic that they find interesting.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Renzulli Learning and Odyssey Learning are all computer based programs that are used as instructional materials for ELLs. These 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 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 ELLs in pull-out and push-in classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services and resources correspond to the ELLs' ages and grade levels. All instructional materials are aligned with the age and grade of the students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
This year we do not have newly enrolled ELL students. In years when we do have newly enrolled students we will have a welcome program for the newly enrolled ELLs and their parents. At the beginning of each school year newly enrolled ELLs and their parents that are a part of the welcome program will receive information about the school and its community on an ongoing basis. Field trips and workshops will be held in order to help the students and their families acclimate to the school and community. Students that enroll throughout the school year will also be a part of the welcome program and its activities.
18. What language electives are offered to ELLs?
All eighth students at BELL Academy offered Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 programmed into all of the teachers' schedules. A portion of team planning is designated to "Kid Talk" which allows teachers to meet as a grade level and discuss the progress of specific students in each content area. During our team planning meetings all content area teachers are taught strategies to deepen their knowledge of best practices for ELLs by the ESL teacher. The ESL teacher is scheduled to attend seven monthly liason meetings with the network, and will turnkey the information to all teaching staff during the scheduled team planning meetings. The materials and activities are planned around the liason meetings and professional developments that the ESL teacher attends. Attendance records from these weekly inquiry meetings are stored with the school administration. At this time our schools' instructional focus is through the use of effective questioning, students will engage in high quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 of the parents and 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. Parents of ELLs are given equal opportunities and access to all activities. Some activities include workshops, meetings, and parent breakfasts with an open discussion format for parents to present questions and concerns. To facilitate these discussions, our staff members who speak different languages are invited to assist in translation. Throughout the year parents are invited to attend and participate in field trips, which serve as a means of providing an enriching experience to the academic and social life of our ELL students. The Parent Coordinator works closely with the bilingual pedagogues, paraprofessionals, and the ESL teacher to make arrangements for all ELL parent orientation meetings, and follow-up phone calls of those unable to attend. BELL Academy also pairs with the Bay Terrace Public Library to support the English Language skills of parents. Flyers are distributed to classes in order to create an awareness of the English classes and opportunities for parents at the Bay Terrace Library. All school and community based events are posted on our school website and a biannual parent survey is sent home. ELL parents are given the option to respond in their native language.

E. 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.

Part VI: LAP Assurances

School Name:

BELL Academy MS 294

School DBN: 25Q294

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Abbott	Principal		11/20/13
Catalina Marte	Assistant Principal		11/20/13
Lori Belcastro	Parent Coordinator		11/20/13
Dana Murillo-Romeo	ESL Teacher		11/20/13
	Parent		
Christine Chu	Teacher/Subject Area		11/20/13
	Teacher/Subject Area		
	Coach		
	Coach		
Megan Liendo	Guidance Counselor		11/20/13
	Network Leader		
Paul Perskin	Other <u>Assistant Principal</u>		11/20/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q240 School Name: Vertitas Academy

Cluster: 05 Network: 536

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.

It is the school's desire and expectation that all parents, including our non-English speaking parents, acquire excellent access to our school's general information and their children's educational options appropriately and in a timely matter. Assessment was conducted through the Home Language Identification Surveys (HLIS) for all students whose HLIS indicated speaking a language, other than English at home. This was also conducted through conversations with classroom teachers and by the ESL teacher during parent/student interviews at the beginning of the year. Based on these findings, both the school staff and the administration have agreed that both written and oral interpretation is necessary for these groups. The Parent Coordinator works closely with our School Counselor and ESL teacher to establish procedures and policies to meet the needs of our Limited-English Proficiency parents by ensuring that all documents sent home are marked with a translation stamp indicating the importance of the document and the need for translation. This translation stamp is in Korean, Spanish, and Chinese.

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 indicate that of the total population with written translation needs, the majority requires translation into Spanish. These findings and school based policies for ELLs were communicated to teachers during grade and department meetings. This communication is ongoing throughout the year and when 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.

All materials that need to be translated is done so by school staff members who are bilingual or by the Department of Education's translation website. An English-Spanish speaking paraprofessional assists and translates school based documents, letters, notices and invitations. They both serve as liaisons between parents and teachers by translating written notes in students' planners and by following up with parent 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 and the bilingual professionals in the building 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. During our parent teacher conferences, open houses, 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 Chancellor's regulation A-663, Section VII, by posting notices of available services in key locations throughout the school. These include, but are not limited to the main entrance, the main office, and the office of the School Counselor. 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 languages, indicating the importance of the document and the request for translation or interpretation. The school has designated a "Welcome Parents" bulletin board at the primary entrance with key information and documents such as curriculum and instruction based documents, translation information and other parent related information and guides. The school will provide each parent who requires language assistance services with written notification of their rights to receive these services. Specific instructions on how to obtain such services at our school will be included in this correspondence.