

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	25Q294
School Name	BELL Academy
Principal	David Abbott

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 6: SUBMISSION ASSURANCES

SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

-

The Education Planning Process



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school’s most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED’s proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school’s Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

Directions: Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative data, including pre-COVID-19 learning data
 - Potential ESSA Accountability Indicator Goal Sheet.
 - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
 - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and NYCDOE’s **State Accountability Resource Tool (StART)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
 - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
 - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
 - *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What*

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
 - How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
-
- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
 - What theories or hypotheses explain the current student and school outcomes?
 - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	BELL ACADEMY
District Borough Number (DBN):	25Q294
Grades Served:	6-8
School Address:	18-25 212th Street, Bayside, New York 11360
Phone Number:	718-428-0587
Fax:	N/A
School Contact Person:	Mr. David Abbott
School Contact Person Email Address:	DAbbott@schools.nyc.gov
Principal:	Mr. David Abbott

United Federation of Teachers (UFT) Chapter Leader:	Ms. Jaime Kornblau
Parents' Association President:	Ms. Jen Sharif
SLT Chairperson:	Ms. Christine Chu
Title I Parent Advisory Council Chairperson (PAC):	N/A
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Ms. Frances Guzzardi
School-Based Students in Temporary Housing (STH) Liaison:	Ms. Elizabeth Johnson

District Information

Geographic District:	25
Superintendent:	Ms. Danielle DiMango
Superintendent's Office Address:	2811 Queens Plaza North, Long Island City, NY 11109
Superintendent's Email Address:	DDimang@schools.nyc.gov
Phone Number:	718-428-0587
Fax:	N/A

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, 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**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
David Abbott	Principal or Designee*		
Jaime Kornblau	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Jen Sharif	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
N/A	District Council 37 (DC 37) Representative (staff), if applicable		
N/A	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Jaclyn Rajwan	Member/CSA		
Thomas Neggie	Member/UFT		
Samantha Vulin	Member/UFT		
Lauren Ackerman	Member/PTA		
Tommy Koe	Member/PTA		
Marg Barongi	Member/PTA		
Thinthia Mendez	Member/PTA		
N/A	Member/		
N/A	Member/		

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED’s guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic 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
N/A	Position / Constituent Group	
N/A	Position / Constituent Group	
N/A	Position / Constituent Group	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
--------------------------------------	---------------

Provide your school's mission statement:	BELL Academy is a unique learning environment that offers each student an opportunity to find and develop his or her individual profile of gifts and talents. Based on the School-wide Enrichment Model (SEM), developed by Drs. Joseph Renzulli and Sally Reis at the University of Connecticut, the major goal of the school is to provide challenging, in-depth, real-world learning experiences for all students. Our collaborative school culture focuses on the development of talents in all students and provides a broad range of advanced-level enrichment. Instructional technology integrated through all subject areas will ensure students develop the necessary skills to be prepared for the demands of the 21st century. The school culture celebrates individuality, creativity, and diversity to develop creative problem solvers who are successful and believe they can make a difference in the world. As a community of learners, BELL Academy is committed to inspiring a passion for learning and civic responsibility, one student at a time.
--	---

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	BELL Academy focuses on the development of all students' unique profile of gifts and talents. Based on the Schoolwide Enrichment Model (SEM), the major goal of the school is to provide challenging, in-depth, enjoyable learning experiences for all students. This collaborative environment provides a broad range of advanced-level enrichment activities, Regents-for-All, SEM Clusters, an emphasis on leveraging state-of-the-art technology, strong family involvement, and real-world relevance woven into all content areas. Learning is project-based and students are encouraged to use the independent investigative method of research learning. The school culture celebrates individuality, creativity, and diversity to develop creative problem solvers who feel they can make a difference in the world. BELL Academy's student population is currently broken down as follows: Asian: 41% White: 25% Hispanic: 26% Black: 5% Multi-ethnic: 2% Other ~1% Male: 51% Female: 49% SWD: 17% ENL: 5%
--	---

What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
Math	6-8	CMP3	Teacher modifications
ELA	6-8	Expeditionary Learning	Teacher modifications

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.

- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
To fully prepare for our Regents for All program, students need to be able to demonstrate increased comprehension of informational texts.	As indicated on our 2022-23 BOY iReady assessment data, schoolwide, students are performing lower in the comprehension domains than the others. Overall comprehension is 51%, whereas vocabulary domains are 53%	Student attendance has been sporadic, leaving students missing important lessons on comprehension skills and strategies.
Our Hispanic subgroup of students have demonstrated the need for more strategic strategies to support vocabulary acquisition and usage	As indicated in the 2022-23 BOY iReady assessment data, Hispanic students are performing below their peers in vocabulary, impacting their overall achievement on iReady assessments. Hispanic students are demonstrating ? comprehension rates.	Many of our Hispanic students speak multiple languages, making complex, academic vocabulary more difficult to navigate.
Students with Disabilities are showing a great need for additional strategies in reading comprehension.	2022-23 BOY iReady data shows that SWD are performing far below their peers. 16% of students with disabilities display grade-level overall reading comprehension.	SWD require additional, modified access to the curriculum. As they are performing at lower grade levels, they come into each grade at a deficit, making it harder to reach proficiency.

Elementary/Middle School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	57	By June, 2023, all students will show an increase from 57% to 70% proficient in overall reading comprehension, as measured by students scoring on or above grade level on End of Year iReady assessment.
Hispanic	38	By June, 2023, the overall proficiency for the Hispanic subgroup will increase from 38 to 55, as measured by students scoring on or above grade level on iReady assessment.
Students with Disabilities (SWD)	23	By June, 2023, SWD students will increase from 23% to 48% proficient in comprehension, as measured by students scoring on or above grade level on End of Year iReady assessments.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
iReady	Percent scoring on or above grade level	45%	50%	60%	70%
iReady	Percent scoring on or above grade level	24%	25%	40%	55%
iReady	Percent scoring on or above grade level	15%	18%	30%	48%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Teachers will administer baseline iReady assessments. A gap-analysis will be performed and curriculum will be adjusted based on student needs.
09/08/2022	01/31/2023	Students who perform in the lowest 1/3 percentile will receive AIS services and small group instruction to target specific areas of need. The REWARDS Program will be utilized to increase student proficiency in decoding and fluency.
09/08/2022	01/31/2023	Through cycles of inquiry, the ELA department will focus on using Advanced Literacies Hallmarks, best practice, and school-wide initiatives to strengthen instructional core.
09/08/2022	01/31/2034	iReady is used as an assessment and learning tool, providing targeted supports to students, based on their specific needs.
09/08/2022	01/31/2023	AIS periods are included in all student schedules so that teachers can provided targeted instruction to students, based on specific, data-based needs.
09/08/2022	01/31/2023	MTSS will be utilized to ensure students receive appropriate and necessary support.
09/08/2022	01/31/2023	Students scoring above grade level will receive enrichment tasks to support their continued growth.
09/08/2022	01/31/2023	Students who require additional support will be invited to before and after school academic support programs.
09/08/2022	01/31/2023	Parents Chats and workshops will be provided to support parents/families in helping their children at home.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Teachers to engage students in supportive online programs that tailor lessons based on student levels. Programs such as Castle Learning, CommonLit, Moby Max, Quill, etc, will be used to provide skill-specific intervention.
02/01/2023	06/27/2023	The ILET will engage in classroom walkthrough rounds to monitor student-to-student discourse. Teachers will meet as Grade-Levels and Departments to modify curriculum.
02/01/2023	06/27/2023	School-wide usage of discussion roles will provide opportunities to acquire and use academic and content-specific words. The use of discussion roles will also provide students with opportunities to use evidence during discourse.
02/01/2023	06/27/2022	iReady is used as an assessment and learning tool, providing targeted supports to students, based on their specific needs.
02/01/2023	06/27/2022	AIS periods are included in all student schedules so that teachers can provided targeted instruction to students, based on specific, data-based needs
02/01/2023	06/27/2022	MTSS will be utilized to ensure students receive appropriate and necessary support.
02/01/2023	06/27/2022	Students scoring above grade level will receive enrichment tasks to support their continued growth.
02/01/2023	06/27/2022	Students who require additional support will be invited to before and after school academic support programs.
02/01/2023	06/27/2022	Parents Chats and workshops will be provided to support parents/families in helping their children at home.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2023	06/27/2023	Curriculum Events such as Family Night, Meet the Teacher, and Art Showcases.	
09/08/2022	06/27/2023	Family Workshops around SEL, High School admittance, and culturally responsive education.	NY Foundling
09/08/2022	06/27/2023	Parent Chats around MTSS, reading, and equity.	

Human Resources	School staff, parents, community members
Instructional Resources	iReady, Expeditionary Learning, and teacher made resources
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
To fully prepare for our Regents for All program, all students must demonstrate proficiency, overall, in all mathematical concepts.	2022-23 Beginning of the Year iReady data shows that, school-wide, 53% of all students scored below grade-level	iReady assesses full-grade standards. Students score lower on areas taught later in the year, leading to lower overall proficiency.
Students with Disabilities need more support in basic math strategies.	As recognized in Beginning of the Year iReady 2022-23 iReady data, 74% of SWD scored two or more grade levels below.	Students with Disabilities tend to begin the year far behind and require specific focus on both remediation as well as new content.
Supporting Hispanic students in achieving overall proficiency.	2022-23 Beginning of the Year iReady data shows Hispanic students scoring far below their peers in overall proficiency on the math assessment, with 43% scoring two or more grade levels below standard.	Hispanic students arrive at BELL Academy performing far below their non-Hispanic peers. This leads to larger gaps as they progress through middle school.

Elementary/Middle School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	64	By June, 2023, overall Math proficiency for All Students will increase from 64% to 75%, as measured by students scoring on or above grade level on iReady assessments..
Students with Disabilities (SWD)	24%	By June, 2023, overall Math proficiency for Students with Disabilities (SWD) will increase from 24% to 40% proficient, as measured by students scoring on or above grade level on iReady assessments.
Hispanic	39%	By June, 2023, over Math proficiency for Hispanic students will increase from 39% to 55%, as measured by students scoring on or above grade level on iReady assessments..

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
iReady	Percent scoring on or above grade level	42%	42%	60%	75%
iReady	Percent scoring on or above grade level	15%	15%	25%	40%
iReady	Percent scoring on or above grade level	19%	25%	40%	55%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Teachers will analyze results of baseline iReady assessments and adjust their upcoming units based on gap analysis.
09/08/2022	01/31/2023	Teachers will engage students via supportive online programs that tailor lessons based on student levels. Programs such as iReady, Castle Learning, and Moby Max will be used to provide skill-specific intervention.
09/08/2022	01/31/2023	Students in the lower performing 1/3 to receive targeted AIS supports and small group instruction.
09/08/2022	01/31/2023	Students who require additional support will be invited to before and after school academic support programs.
09/08/2022	01/31/2023	MTSS will be provided to students who are in need.
09/08/2022	01/31/2023	Students scoring above grade level will receive enrichment tasks to support their continued growth.
09/08/2022	01/31/2023	Staff will engage in cycles of inquiry to support student needs, with an overall focus on Knowing Students Well.
09/08/2022	01/31/2023	Equity Visits will take place to support Professional Learning based on specific, data-based needs of the school.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Through inquiry teams, teachers will engage in classroom visitations with a focus on student engagement and student discourse. Additional emphasis will be placed on students using mathematical language.
02/01/2023	06/27/2023	Teachers will utilize Algebra aligned lessons and supports from digital platforms, including iReady, Moby Max, Castle Learning, Desmos, etc.
02/01/2023	06/27/2023	Teachers to attend professional learning sessions provided by the Field Support Center. Staff were trained in Algebra for All, and will continue to embed strategies as they update their units, for in-person learning, and for their digital curriculum.
02/01/2023	06/27/2023	Students in the lower performing 1/3 to receive targeted AIS supports and small group instruction.
02/01/2023	06/27/2023	Students who require additional support will be invited to before and after school academic support programs.
02/01/2023	06/27/2023	MTSS will be provided to students who are in need.
02/01/2023	06/27/2023	Students scoring above grade level will receive enrichment tasks to support their continued growth.
02/01/2023	06/27/2023	Staff will engage in cycles of inquiry to support student needs, with an overall focus on Knowing Students Well.
02/01/2023	06/27/2023	Equity Visits will take place to support Professional Learning based on specific, data-based needs of the school.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	Curriculum Events such Family Night, Meet the Teacher, and Art Showcases.	
09/08/2022	06/27/2023	Parent Chats that focus on MTSS, equity, and Regents Readiness.	

Human Resources	School staff, students, community members
Instructional Resources	iReady, CMP3, and teacher made materials
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase the opportunities for connections between teachers and students when students are upset.	As indicated in the 2021 NYC School Survey results, 56% of our students feel teachers support them when they are upset.	Other than when speaking with Guidance Counselors or Social Workers, students hide their emotions and feelings rather than share personal problems, especially those stemming from home.
Increase students' advocating for themselves.	In the 2021 NYC School Survey results, 55% of students responded favorably when asked if teachers recognize when they have trouble learning something.	While teachers check in with students and monitor progress, students often do not ask for help when needed.
Increase opportunities for students to discuss feelings and emotions.	As indicated in the 2021 NYC School Survey results, 50% of our students have responded that "there is time to talk about feelings and emotions."	During core content classes, there is little time to share feelings.

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Physical & Mental Wellness	56	By June, 2023, increased practices related to Personal Attention & Support will result in an improvement from 56% to 65%, as measured by positive NYC School Survey responses to "teachers support me when I am upset", resulting in improved Physical & Mental Wellness.
Collaborative & Trusting Relationships	55	By June, 2023, practices related to Personal Attention & Support will result in an improvement from 55% to 65%, as measured by positive NYC School Survey responses to teachers recognizing when students are struggling to learn something, resulting in improved Collaborative & Trusting Relationships between students and teachers.
Physical & Mental Wellness	50	By June, 2023, increased use of practices related to Social-Emotional Support, and shared strategies, will result in an improvement from 50% to 65%, as measured by positive NYC School Survey responses to questions regarding students sharing feelings and emotions, resulting in improved Physical & Mental Wellness.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
School Wide SEL Survey and DESSA Survey	Positive student response support rate on similar questions	56%	56%	60%	65%
School Wide SEL Survey and DESSA Survey	Postitive student response rate on similar questions	55%	55%	60%	65%
School Wide SEL Survey and DESSA Survey	Postive student response rate on similar questions	50%	50%	57%	65%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	BELL Academy will administer an Initial SEL Survey to all students. A gap-analysis will be performed and teachers will plan and adjust their lessons as necessary to support the wellbeing of our students.
09/08/2022	01/31/2023	BELL Academy will include Advisory periods into each student's weekly schedule. These Advisory periods will provide students with opportunities to learn SEL strategies that will enhance their mental wellbeing and address post COVID stress.
09/08/2022	01/31/2023	6,7,8 Grade Orientation - Held through out the first few weeks of school to support but not limited to the following topics: What it Means to be a BELL Academy student, Academic Success, and Attendance - Striving for BELL Success.
09/08/2022	01/31/2023	BELL Academy will continue it's "No Place for Hate" activities through taking part in Anti-Defamation League training and workshop sessions, Anti Bullying Campaign, School Wide Anti- Bullying Lessons
09/08/2022	01/31/2023	"Girl's Lunch Group" - During the student's three week session they will learn the following "ASCA" strategies: Student's will learn to apply self-motivation and self-direction to identify long and short term social/emotional goals, Student's will learn to create positive and supportive relationships with other students and adults, student's will learn effective oral communication skills and listening skills and student's will learn to demonstrate advocacy skills and ability to assert self.
09/08/2022	01/31/2023	"Lunch Bunch" is an ongoing group that begins in September and runs through June. This group changes every three weeks. Counselor invites students who may have been referred from PPT, Teacher/Parent Referral or counselor observation.
09/08/2022	01/31/2023	Mandated School Counseling - Students receive tier 2/3 interventions and support based on the IEP goals which come from the present level of performance. Goals are monitored weekly by school counselor observation with support of teacher and para if applicable.
09/08/2022	01/31/2023	Group Counseling and or Conflict Resolution - is offered to all students on an ongoing basis. Group Counseling can be on topics from but not limited to: LGBTQ, Banana Splits, Roller Coaster Years, Academic Rising, Conflict Support and The Web We Weave, Anti-Bullying.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	BELL Academy will administer a Mid-Year SEL Survey to all students. A gap-analysis will be performed and teachers will plan and adjust their lessons as necessary to support the wellbeing of our students. Advisory lessons will be tailored to provide SEL supports.
02/01/2023	06/27/2023	BELL Academy will continue its "No Place for Hate" activities through taking part in Anti-Defamation League training and workshop sessions.
02/01/2023	06/27/2023	Anticipating the ability to schedule in-person community events, parents, teachers, and students will have fun opportunities to create meaningful non-academic school connections during events such as Cupcake Wars and International Night. Virtual Events will be available as well including but not limited to - Wellness Wednesday, Drop Lunch Bunch
02/01/2023	06/27/2023	Career Day - Is designed to meet specific career objectives, at BELL Academy. During Career Day students connect what they're learning during the school with the workplace. Career Day supports our student's by in turn having them take a prospective dive into the workforce by fostering the soft skills they learned through Advisory to then turn key during career day. Our student's feel confident in choosing their prospective career and speaking to facilitators on specific topics at hand.
02/01/2023	06/27/2023	Respect for All Week - During (RFA) week, BELL Academy's, student's learn to build, promote, and maintain safe and inclusionary school communities and environments on behalf of all students, staff, and community. School Wide Anti- Bullying Lessons
02/01/2023	06/27/2023	Restorative Circles at BELL Academy utilizes restorative discipline strategies that can be utilized in classrooms to develop relationships, build communities, and respond to conflicts and problems that arise. With restorative circles, we give everyone an equal opportunity to speak, and be listened
02/01/2023	06/27/2023	Bell Academy will continue with "Girl's Lunch Group" - During the student's three week session they will learn the following "ASCA" strategies: Student's will learn to apply self-motivation and self-direction to identify long and short term social/emotional goals, Student's will learn to create positive and supportive relationships with other students and adults, student's will learn effective oral communication skills and listening skills and student's will learn to demonstrate advocacy skills and ability to assert self.
02/01/2023	06/27/2023	Bell Academy will continue with "Lunch Bunch" is an ongoing group that begins in September and runs through June. This group changes every three weeks. The group is invites students who may have been referred from PPT, Teacher/Parent Referral or school counselor observation.
02/01/2023	06/27/2023	BELL Academy will continue with Mandated School Counseling - Students receive tier 2 intervention and support based on the IEP goals which come from the present level of performance. Goals are monitored weekly by school counselor observation with support of teacher and para if applicable.
02/01/2023	06/27/2023	BELL Academy will continue with Group Counseling and or Conflict Resolution - is offered to all students on an ongoing basis. Group Counseling can be on topics from but not limited to: LGBTQ, Banana Splits, Roller Coaster Years, Academic Rising, Conflict Support and The Web We Weave.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	01/31/2023	BELL Academy will host a Curriculum Night for all families to gain insight into their children's upcoming school year.	BELL Academy teachers host an SBO vote to offer Curriculum Night to all parents. Families are invited into the school building.
12/01/2022	03/01/2023	BELL Academy will host a "Cupcake Wars" night with the goal of increasing student-parent-teacher interactions in a positive non-academic setting.	BELL Academy's PTA has and will continue to provide financial and volunteer support.
09/08/2022	06/27/2023	Students and teachers will continue our "No Place for Hate" activities by participating in Anti-Defamation League training.	The Anti-Defamation League will provide agendas and lead meetings throughout the 2022-2023 school year.

Human Resources	School staff, students, families, community, and ADL
Instructional Resources	The BELL Academy SEL Team will develop an Advisory program that will be tailored to the social and emotional needs of our students.
Schedule Adjustments	Student schedules will all include "Advisory" periods. Teacher schedules will be modified to provide time to meet as inquiry teams.
Other Resources Needed	N/A

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Decrease chronic absenteeism for our Black students.	2022 Insight data shows that 17% of Black students are chronically absent.	Reliance on public transportation. Small subgroup. Distance from school.
Decrease chronic absenteeism for our students with disabilities.	2022 Insight data shows that 28% of students with IEP's are chronically absent.	School avoidance to avoid academic struggles; Busing issues.
Decrease chronic absenteeism for our Hispanic students.	2022 Insight data shows that 22% of Hispanic students are chronically absent.	A great deal of students in this subgroup do not live local and rely on public transportation. Vacations scheduled during school days.

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Black	17	By June, 2023, Chronic Absenteeism for Black students will decrease from 17% to 10%, as measured by Chronic Absenteeism Rate, using the Insight tool.
Students with Disabilities (SWD)	28	By June, 2023, Chronic Absenteeism for Students with Disabilities will decrease from 28% to 15%, as measured by Chronic Absenteeism Rate, using the Insight tool.
Hispanic	22	By June, 2023, Chronic Absenteeism for Hispanic students will decrease from 22% to 10%, as measured by Chronic Absenteeism Rate, using the Insight tool.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
The BELL Academy Attendance team utilizes the following tools: Daily Attendance Report, Insight, RISA, RADL, RCUA, RAMO, RISP, PADS, DYSA and Insight Timer	Chronic Absenteeism	17% Chronic Absenteeism for Black students	17% Chronic Absenteeism	14% Chronic Absenteeism	10% Chronic Absenteeism
The BELL Academy Attendance team utilizes the following tools: Daily Attendance Report, Insight, RISA, RADL, RCUA, RAMO, RISP, PADS, DYSA and Insight Timer	Chronic Absenteeism	28% Chronic Absenteeism for Students with Disabilities	28% Chronic Absenteeism	23% Chronic Absenteeism	15% Chronic Absenteeism
The BELL Academy Attendance team utilizes the following tools: Daily Attendance Report, Insight, RISA, RADL, RCUA, RAMO, RISP, PADS, DYSA and Insight Timer	Chronic Absenteeism	22% Chronic Absenteeism for Hispanic students	22% Chronic Absenteeism	15% Chronic Absenteeism	10% Chronic Absenteeism

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Conduct daily attendance tracking for all students, including student subgroups; continue daily outreach by attendance team to all absent students; and provide social emotional support to individual students and small groups by grade level.
09/08/2022	01/31/2023	Engage teachers in professional learning on creating inclusive classroom environments through curricular choices and building positive relationships that support student social emotional well being.
09/08/2022	01/31/2023	Establish biweekly CASE meetings to review student academic progress, attendance patterns, and remote check in with parents of students identified as excessively absent to provide progress updates, resources, and opportunities for parent feedback.
09/08/2022	01/31/2023	To ensure all students have an affirming and welcoming environment, we will proactively address student SEL needs by actively educating and providing resources during weekly Advisory sessions.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	At-risk students will participate in esteem-building programs, such as Beautiful Me, Big Brother, etc.
02/01/2023	06/27/2023	Parent Coordinator and School Counselor will host two Parent Chat sessions to discuss attendance and participation.
02/01/2023	06/27/2023	We continue to form committees that will engage families of our most at-risk students.
02/01/2023	06/27/2023	Student Response Team, NY Foundling will conduct workshops for staff and families. Workshops will be created from a pulled Google Survey.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	10/01/2022	Curriculum Night	During our highly-attended September Orientation, we will introduce the school's Comprehensive Educational Plan goals and strategies, thus ensuring staff and families are partners in this plan.
09/08/2021	06/27/2023	Family collaboration	Our Parent-Teacher Association and School Leadership Team will be integral in ensuring the plan is carried out during our upcoming school year.

Human Resources	Guidance counselor, parent coordinator, administration, school staff, students, families, school community
Instructional Resources	Beautiful Me program, RULER, CRSE
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Our quality IEP review results indicates the need to improve the documentation of the effect of disability provides rationale for IEP.	By June 2023, to strengthen that quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve documentation of the effect of disability provides rationale for IEPs by 30%, from 40% to 70% as measured by IEP Reviews. According to the last full year of academic data (19-20), BELL Academy presented as 60% somewhat proficient and 40% proficient at providing rationale for IEPs. We would like to increase our goal by 30%.	Although time is allocated, with new changes and updates, the department would benefit from more frequent meetings to discuss and improve the quality of IEPs, as well as individual student disabilities in order to provide more specific rationale.

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	50	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Documentation of "Student Voice" throughout Present Levels of Performance by Increase 25%, from 50% to 75%, as measured by IEP Reviews.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/28/2022			
IEP Review and IEP Checklist	IEP Reviews	50	50%	65%	75%

Action Planning

Directions: Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/27/2023	LRE & Services	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment
09/08/2022	06/27/2023	Goals	Develop appropriately rigorous standards-aligned annual goals.
09/08/2022	06/27/2023	Impact of disability statement	Teachers to be given more time to discuss and plan around the updates and changes to IEPs. Discussions should be around students' disabilities and their effect on general curriculum and the impact of disability. Students will also be invited to more meetings to not only raise student awareness of the IEP process but to give them more of a voice in their individualized education plan.
09/08/2022	06/27/2023	Delivery of programs and services	Ensure that programs and services mandated on each student's IEP are delivered.
09/08/2022	06/27/2023	Transition planning	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade].
09/08/2022	06/27/2023	Compliance dates	Conduct IEP meetings within specified compliance dates
09/08/2023	06/27/2023	Referrals	Monitor referrals to Special Education to ensure appropriate referrals only.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	IEP workshops for parents to support families in reading and understanding their child's IEP	N/A
09/08/2022	06/27/2023	Family workshops from central on disabilities on how to support their children at home	N/A

Human Resources	The IEP Coordinator will monitor referrals, compliance dates, and the administrating of programs and services.
Instructional Resources	Teachers will attend NYC Department of Education professional development sessions if necessary.
Schedule Adjustments	N/A
Other Resources Needed	N/A

SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Academic Support

NYCDOE Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

Directions: Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Reading Comprehension Level	REWARDS	Small group	During school	No
Tier 2	Reading Comprehension Level	CSR	Small group	During school	No
Tier 2	Math STAR Data	Explicit small-group Instruction	Small group	During school	No
Tier 2	School assessments	After-School/Before-School Academic Support	Small group	After-school; Before-school	No
Tier 3	Referrals	SETTS	Small group (3 or less)	During school	No

Student Social/Emotional Support

Directions: Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	SEL Survey Results	Beautiful Me	Small group	During school	No
Tier 3	PPT Referral	NYC Foundling Social Worker Services	One-to-one	During school	No
Tier 3	Dean's referral data	Behavior Intervention Plan	One-to-one	During school	No
Tier 3	Dean's referral data	PBIS plan	One-to-one	During school	No

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>4</p>
--	----------

<p>Describe the services you are planning to provide to the STH population.</p>	<p>A strong family bond can be felt when you enter the BELL Academy campus . Therefore if a family is struggling whether it be emotionally or financially the school counselor and parent coordinator work together to support the needs of the family. Under the McKinney Vento Act and with the supports of NY Foundling, the Attendance Team will come up with a concrete plan to support the family. School counselor and or social worker will talk with family members if need be. During conversation school counselor or social worker will practice heartfelt active listening without judgment. The counselor will ask permission prior to sharing any information as per HIPPA laws. Both school counselor and social worker at BELL Academy value the school culture norms of supporting both child and family. BELL Academy will work with families and agencies to connect them with supports and services to ensure students have transportation, help with enrollment, health supports, access to educational technology (remote learning), necessarily resources (backpacks, coats, personal care items, etc). The school has set aside it's Title 1 funding solely to support STH.</p>
---	--

SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

Directions: The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement 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.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

<p style="text-align: center;">Parent and Family Engagement Policy</p>
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. BELL Academy, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>

Support for Parents and Family Members of Title I Students

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

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Parent and Family Engagement Policy, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will: • actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Family Engagement Policy and School-Parent Compact; • engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills; • support school-level committees that include parents who are members of the School Leadership Team and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional learning, especially in developing leadership skills; • maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.; • conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; • provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report; • schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; • translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by: • hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; • encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) • supporting or hosting Family Day events; • establishing a Parent Resource Center/Area or lending library; instructional materials for parents; • encouraging more parents to become trained school volunteers; • providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; • developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; • providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

BELL Academy, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality CurriculumI. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the State Learning Standards; • offering high quality instruction in all content areas; • providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by: • conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; • arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting; • respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education; • providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand; • involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent and Family Engagement Policy and this Compact; • providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; • ensuring that the Parent and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by: • creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians; • assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend); • sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; • supporting parental involvement activities as requested by parents and family members; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

A. School Information

District:	25
Borough:	Queens
School Number:	294

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Member Title	Name
Principal	David Abbott
Assistant Principal	Jaclyn Rajwan
Coach	N/A
Coach	N/A
English as a New Language (ENL)	Audrey Lee
School Counselor	Elizabeth Johnson
Teacher/Subject Area	Effie Yalias/ELA
Teacher/Subject Area	Traci Trimarchi/Foreign Language
Parent	Jen Sharif
Parent Coordinator	Lori Belcastro
Related-Service Provider	Christine Chu

C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	1
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	1
Number of teachers who hold both content area/common branch and ESOL certification:	2
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7-12]:	0
--	---

D. Student Demographics

Total number of students at your school (excluding pre-K):	348
Total number of current ELLs at your school:	12
Total percentage (%) of current ELLs at your school:	3.45%
Total number of former ELLs at your school:	15
Total percentage (%) of former ELLs at your school:	4.67%

PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

■ **Bilingual Programs in Grades K to 12**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE				0	0	0	0	0	0	0	0	0	0	0	0		0
TBE				0	0	0	0	0	0	0	0	0	0	0	00		0
TBE				0	0	0	0	0	0	0	0	0	0	0	0		0
DL				0	0	0	0	0	0	0	0	0	0	0	0		0
DL				0	0	0	0	0	0	0	0	0	0	0	0		0
DL				0	0	0	0	0	0	0	0	0	0	0	0		0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
---	----

PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner’s Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Entering and Emerging students who receive four periods of Stand Alone ENL as per Part 154 are pulled out by a licensed TESOL teacher, Ms. Lee. During stand alone ENL, students build English language skills using ENL methodologies such as visual supports, scaffolded tasks, sentence starters and graphic organizers. ENL students are grouped in cohorts and travel together for a more efficient pull out/push in program based on their English Language Proficiency.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Our instructional program for our MLLs/ELLs students is a push-in program serviced by one licensed ENL teacher. During the push in The ENL program that is used at BELL Academy is Integrated ENL to fill the mandate as per Part 154. This program is used to build English language skills through content area instruction. periods, students travel to the room, and Ms. Lee pushes into for instruction. Our students receive the mandated ENL-ELA allotted instructional based on the students' proficiency levels. The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the NYS Next Generation Learning standards. The ENL teacher has collaborated with classroom teachers about curriculum and students' abilities, needs, and accomplishments. Entering and Emerging students receive 8 periods a week of instruction, each containing 45 minutes. Four of their 8 periods are Integrated ENL. Transitioning and Expanding students receive 4 periods a week, each period is also 45 minutes. The Commanding students and the Former MLLs/ELLs receive 2 periods a week. The MLLs/ELLs are divided into 3 groups based on the grade 6, 7 and, 8. MLLs/ELLs are grouped heterogeneously, which is mixed proficiency levels. The type of program BELL Academy uses is a Push In program. The ENL teachers' program is designed to not pull students while they are at lunch or the same class. This is to ensure that they are not missing the same subject every day. The program models are block, class travels together as a group and heterogeneous, mixed proficiency levels.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>N/A</p>
---	------------

3. For schools with Dual Language programs: Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	N/A
In which language(s) is each core content area taught?	N/A
How is instruction designed to include both languages?	N/A
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	N/A

4. For schools with Transitional Bilingual Education programs: Which core content areas are taught bilingually?	N/A
How is the students' home language integrated into instruction?	N/A

PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	At this time there are no newcomer students or SIFE students. The newcoming MLLs/ELLs in our school that are here less than three years receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with the NYS CR Part154. Emotional support is provided by our guidance counselor to help them embrace the American culture during the month of September. They will receive constant exposure to vocabulary and literacy instruction using a variety of manipulative and pictures. In addition to those programs, Google Classroom and Nearpod are used to support students. MLLs/ELLs will receive differentiated instructions: providing more visuals to support understanding, connecting with students' own cultural background, providing explicit vocabulary learning opportunity.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	We have 1.6% of long-term ELLs in our school during 2022-2023 school year. Long Term MLs/ELLs will receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading and writing needs based on their levels. Some strategies provided for our Long Term ML/ELLs are: providing explicit feedback, providing opportunity to collaborate with peers, and providing graphic organizers and sentence frames. For long-term ELLs, the instruction needs to be more consistent and specific. The instruction should be on one skill at each time since the long-term ELLs needs more one-on-one instruction and attention. For developing ELLs, they need to get exposed in more various instructions and skill sets, so that they could achieve language proficiency.

<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>We have 1.9% of former ELLs in our school during 2022-2023 school year. Our plan for transitional support for students who reached proficiency on the NYSESLAT: The ENL teacher conferences with the classroom teacher to monitor continued development. These students are offered the opportunity to participate in ENL field trips. Former ELL's up to 2 years after testing out, continue to be eligible for ELL testing accommodations and 90 minutes a week of ENL, in addition to any accommodations to their IEP's or 504 plans. Former ELLs are being served within their class by their ELA teacher with an ENL teacher conferring. By assessing each student, we can determine which accommodations are most suitable and beneficial (will maximize the potential for achievement on all exams) for each ELL at the beginning of the school year. Our MLs/ELLs are entitled to use those accommodations for most assessments, including those that are teacher-made and State-mandated. We do not use ELL accommodations on the NYSESLAT. Former ELLs will receive their 90 minutes of service per week as Per Part 154 by working with their ELA content area teacher for small group instruction with the ENL teacher conferring with the content teacher for additional instructional support.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>In NYSESLAT results, listening and writing scores are relatively low compared to speaking and reading. Since NYSESLAT is the test on the language not the content, so for the writing, students sometimes doesn't know what to write. Therefore, their score is low. Another thing is that the students are training in quoting the text in their writing, but the NYSESLAT scoring guide doesn't count the quote. Therefore, the writing score is low. Listening score is also low because the students are not familiar with the listening test format, and they only have one chance to listening to the audio, so they are not ready for the answer. The speaking score is the highest among the four modalities, and reading score is the second highest. Since students are using their daily oral English in school during school days, so they could give some answers in the test. Moreover, with the grammar lessons, students can use more advanced sentence structures in their speaking. The reading task on NYSESLAT has the same format on all other assessment, so students did good on reading.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>The performance on the NYSESLAT and ELA state assessments are similar. Since ELA assessment heavily rely on English language, and the text is more complex, beyond student's reading level, MLs/ELLs struggle with ELA assessments. Therefore, the emerging, entering, and transitioning students score level 1 or 2 on the ELA assessment. The expanding and former ELLs usually have average scores of 3 on the ELA assessment. For the Math assessment, the NYSESLAT score doesn't necessarily align with students performance on the NYS Math Assessment. Since math assessments , students can score higher if they have strong conceptual understanding of mathematics. The expanding and former ELLs usually have average score 3 on Math assessment. However, the emerging, entering, and transitioning students usually still score level 3 and below on Math assessments, since they couldn't understand the basic English language, specifically during instruction.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>There are 0.9% at-risk levels of ELLs at BELL Academy. They are all students with disabilities. They all have trouble processing print information when reading grade level text. They all have difficulties in identifying accurate text evidence for the answer, as well as organizing the structure in writing. The overall attendance rate of at-risk levels of ELLs is 91%. Two ELLs attendance rate is below 90%, and it affect the ELLs academic achievement by lacking instructions over time. Most of the absence are unexcused absence, so the ELLs missed the instruction and the teacher did not have the opportunity to accommodate the absence.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The home languages of ELLs with the largest representation at my school are Korean, Spanish and Chinese. The ENL Coordinator, Ms. Lee speaks Chinese and supports ELLs who speak Chinese during instruction. For Spanish speakers, the teachers will use Google Translate when delivering instruction. Both ENL teacher and content teacher will modify the worksheet and provide translation on instructions so that students can understand what they are expected to do. In the school community, the parent coordinator Mrs. Belcastro also provide translation support to MLs/ELLs family during school hour, parent-teacher conference and regular communications. The school also has signs in different languages in hallways. The daily morning announcement is ended with "have a good day" in different languages.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>In BELL Academy, our ELL breakdown is as follows: Asian, Hispanic, Korean and Haitian students. In the ELA curriculum across the school, the ELA team choses a variety of texts and topics that contains different cultures and events. For example, in 6th grade 12:1:1 class, the teacher chose 3 short stories published by authors from different ethnic backgrounds. The topics in short stories unit contains immigration and discrimination. After the poetry unit, the ELLs have a deeper understanding on the struggle of the certain groups of people, and they show appreciation on their own life. The books that 8th grade reads are "Inside Out & Back Again", "To Kill a Mockingbird", and "The Boy in the Striped Pajamas". The books contains topics on immigration, discrimination, and the Holocaust. After reading the books, the students have more knowledge on those topics and become more aware of those topics. The ELLs feel connected with the immigration topic, and contribute a lot during class discussions as well as writing essays. A school focus this year is on incorporating CRSE into all areas. As a school, we are learning more about all students to ensure we are incorporating their cultures and identities into our instruction.</p>

7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?

There is no SIFE in BELL Academy. Out of the 26 MLLs/ELLs, there are 10 MLLs/ELLs with IEPs, which is 38% of the MLLs/ELLs population in the school. Out of the 10 MLLs/ELLs with IEPs, all of them are in the 12:1:1 class. Those MLLs/ELLs with IEPs have relatively low score on each modality on the NYSESLAT. Those students have difficulty in reading and writing, and processing information. Therefore, they couldn't understand the instruction or the text, which is impacting the results of NYSESLAT.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The ILET closely analyzes data to recognize the needs of all learners. Data is broken down into subgroups, with a focus on MLs/ELLs, and is looked at closely to determine needs and next steps. The ILET then collaborates with grades and departments to engage in inquiry work and to come up with action plans to support the specific needs of MLs/ELLs. Through data analysis, classroom walk-throughs, collaborative planning, inquiry, and professional learning, the ILET leads teams and departments in providing the most appropriate supports to students.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>During a Reader's Workshop lesson, the ENL teacher provide students with small group instruction by following the Teachers College workshop model. This supports learning in the four modalities in English as they learn new strategies during Readers and Writers workshop. Some ENL instructional approaches are: building background knowledge to facilitate students' understanding on the text, providing home language to scaffold, teaching vocabulary explicitly, using context clues to decode unfamiliar vocabulary, and asking comprehension questions to monitor students' reading and understanding. During Writer's workshop the ENL teacher provide students with small group instruction utilizing a model of instruction for writing following the Teachers College writing process. They begin each session with a mini lesson and then conduct small group strategy lessons to target their writing goals/needs based on their notebooks entries and published pieces. The ENL teacher also incorporate shared writing and interactive writing during strategy lessons to enrich language development. Some ENL instructional approaches are: braining storming the topic, providing graphic organizers, and providing sentence starters and key vocabulary.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>The ENL teacher serves Long Term ELLs and ELLs with IEPs in inclusion classes and self-contained classes during their ELA classes. Some instructional strategies and grade level materials that the teacher of ELL-SWDs use that both provide access to academic content areas and speed English language development are: -Word Play methods from 3L's Approach by Cucchiara -S.P.I.R.E. reading intervention program -Provide modified learning materials or task -Break down long text into small pieces -Rephrase complex sentences or questions -Provide graphic organizer and sentence frames -Allow more thinking me -Provide opportunity to collaborate with peers -Seat students away from any distractions. -Use a checklist to get students organized. -Space short work periods with breaks. -Provide written and verbal directions with visuals -Provide incentives for beginning and completing material. -Divide tests into small sections - Role Play, model situation -Share success between home and school -Pick a goal and focus on one for each activity - The Write Source, On Our Way to English, and Rigby In Step Readers are used to accelerate English language development.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>The Special Education teachers, Speech Pathologist, ENL teacher, Physical Therapist, and classroom teacher collaborate to make sure there is flexibility in meeting the diverse needs of ELLs with IEPs within the least restrictive environment. While doing this we come up with the best strategies for these students during our PPT meetings. All of the service providers are present in the meetings: ENL, speech, IEP Teacher, PT, and OT. During this meeting we ensure that all MLs/ELLs with IEPs are receiving services based on their IEP. The members of the PPT team along with classroom teachers compare their timetables on a regular basis to make sure there are no conflicts, and all MLs/ELLs receive their mandated hours from each service provider. All of the aforementioned materials and methods for other ENL groups are utilized for ELLs with IEPs with additional scaffolding where necessary. Methods used are repeating and rephrasing, using graphic organizers and pictures, and collaborative learning where students have the opportunity to use multiple intelligences and their particular learning styles. Language learning games are supplemental motivational materials. Teachers allow extra "wait time" for students to process information when answering questions. The ENL teacher uses hands-on phonics, vocabulary and writing activities. ELLs with IEPs interact with their peers during instructional time and extra curricular activities. The ENL teacher in collaboration with the content area teachers have read and reviewed the IEPs for ELLs with IEPs receiving ENL services. They have incorporated the necessary strategies in working with the students. The PPT Team at BELL Academy meet every two weeks and uses the time to discuss how the ELLs are performing in their mandated services that are listed on their IEP.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>BELL Academy uses iReady assessment as screening assessment for all students. The 6th, 7th, and 8th grade ELA teachers creates writing baseline to determine each student's writing level. The ENL coordinator also use student's previous NYSESLAT score as a reference to plan for the upcoming instruction and intervention. BELL staff meets weekly during grade level inquiry a with data analysis to discuss students' formative assessment or curriculum-embedded assessment results. During grade level inquiry, the ENL teacher and classroom collaborate and analyze MLs/ELLs' formative assessments regarding each content area and language acquisition. Using the data gathered, data driven instruction is then implemented in the classroom. After progress monitoring, if the student needs more support, tier 2 and 3 interventions are implemented. Students may also be referred to the SIT team where the team uses an inquiry approach to support students. In addition, the ENL teacher and classroom teachers collaborate virtually via Google Classroom. MLs/ELLs' works are shared with the ENL teacher, and the ENL teacher can give feedback to their students through this process. The ENL teacher also meets with the classroom teacher regularly to discuss the performance of the students and review their portfolio. During remote learning, the ENL teacher communicate with the content teacher regularly and collaborate virtually on Google classroom to adjust instructions and scaffoldings based on students' assessments' results. The classroom teacher, ENL teacher, and special education team meet to discuss interventions put in place to support students. Interventions are data driven, if students warrant the need for more support, they are discussed at our SIT meetings where teachers share methods and strategies based on the data gathered. In addition, the ENL teacher and classroom teachers collaborate everyday to design scaffolding for struggling MLs/ELLs students. For example, during push-in periods, the ENL teacher and special education teacher provide support to struggling students. The focused group will sit together to receive modified instructions and assessment.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.</p>	<p>The use of two languages is utilized during standardized testing as a test accommodation. Students are allowed to use a bilingual dictionary. If necessary, MLLs/ELLs have the test available in their home language as well. Also, to help prepare struggling MLLs/ELLs for the state tests. Explicit English as a New Language (ENL) and ELA instruction is ongoing to meet the needs of our Entering, Emerging, Transitioning, and Expanding students. ELL students will be instructed using integrated curriculum with ENL strategy to address listening, speaking, reading, and writing in English specifically for the ELL population. The instruction is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with the Common Core in ENL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels. The school uses performance indicators set by the state to drive instructional program. We have incorporated variety instructional strategies in accordance with ENL/ELA standards that will allow MLLs/ELLs to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read aloud. We use graphic organizers and cooperative learning provides MLLs/ELLs with an opportunity to engage in accountable talk. Furthermore, ENL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills. MLLs/ELLs are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ENL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. MLLs/ELLs have multiple opportunities to make connections in science and social studies through literature. Targeted intervention programs for core subjects will be continually providing to struggling students (including MLLs/ELLs) during remote learning period. The targeted intervention programs such as REWARDS and SPIRE are offered in the school for struggling students (including MLLs/ELLs) who meet the criteria. Hochman strategy sentence expansion is utilized to improve MLLs/ELLs writing skills. The OVERT strategy is utilized in REWARDS program. It teaches students vowels, consonants, prefix, and suffix to decode vocabulary. S.P.I.R.E. program is implemented for struggle readers. This is an intensive reading intervention for nonreaders and struggling readers with explicit, teacher-led instruction. CSR is also used to build reading comprehension for students who are below but approaching standards. AIS for ELA, math and other core content areas is another targeted intervention for MLLs/ELLs.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>N/A</p>

<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>In order to assess the literacy skills of our students we look at the data from the English Language Arts baseline, ELL Periodic Assessment as well as the item analysis from the English Language Arts state exam from pervious years. The school also uses iReady assessments to measure students' performance. Students will take iReady assessments three times a year, and ELL Periodic Assessment twice a year. The iReady assessment shows students' Lexile level as well as literature and vocabulary performance. The data gives an insight on sub-areas such as key ideas and details, craft and structure, range of reading and level of text complexity, responding to literature. The results of this assessment are used to plan and guide instruction for both the ENL and content area teachers. It gives the ENL teacher and content area teacher an insight on how to differentiate students, and give individualized tasks to students to help them close their gaps and achieve their own learning goals. The data also helps the ENL teacher on lesson planning and focus on students' areas of needs. This data is shared during team planning so that it can be used to foster discussion among the teachers and create action plans for academic success. Specifically, in both ELA and math, approximately 20% of ELLs begin the year on grade-level, compared to 40% of non-ELLs. To ensure we support these students, staff look closely at the data to identify what specific skills and standards the students need additional support in, and they create targeted instruction to meet those needs.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Home language support is presented in our Freestanding ENL program through the use of home language texts for cross- cultural learning, dictionaries/glossaries, visual aids, and partnerships between MLLs/ELLs of the same language to support them academically and socially as members of our school community. We ensure that MLLs/ELLs are appropriately evaluated in their native language by providing them translators during state tests or giving them the state test in their native language. During remote learning, resources in home language are provided on Google Classroom. For example, in science, the ENL teacher will post resources on weather patterns resources in students' home language. The ENL teacher also post resources on English skills explained in students' home language. This way, students' home language is facilitating students' learning, and this process will also enhance students' home language. The school will also use NYC DOE periodic assessments available in Chinese and Spanish to evaluate students' home language.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>At BELL Academy, the success of our program for MLs/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, and Math scores. The data gives an insight on sub-areas such as key ideas and details, craft and structure, range of reading and level of text complexity, responding to literature. The results of this assessment are used to plan and guide instruction for both the ENL and content area teachers. It gives the ENL teacher and content area teacher the insight on how to differentiate students, and give individualized tasks to students to help them close their gap and achieve their own learning goals. The results of these assessments show that our students are benefiting from instruction in both push-in and pull-out classes. The teachers will analyze the results and re-arrange students in a heterogeneous group. Students will get different classwork based on their levels. Teachers will also use the results of the assessment to proper plan instructions. Teachers will choose different Lexile level articles to better meet the students' needs, and leverage their level.</p>

<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The ENL coordinator Ms. Lee, Ms. Milazzo, the 8th grade ICT teacher, the Dean Mr. Williams, and the school administration works collaboratively in administering NYSESLAT. Ms. Lee will administer the NYSESLAT test and Ms. Milazzo and Mr. Neggie will score the speaking and writing portion in NYSESLAT. The MLLs/ELLs will be pulled for the test on different days during different periods, so they don't miss the same class every time they get pull out for testing. During the testing period, the ENL coordinator will provide push-in materials for students to use in the class, as well as grammar assignment for them to do individually.</p>
--	--

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>MLLs/ELLs identified as having special needs receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with the NYS CR Part 154. The Pull Out ENL instruction model is preferred and is used to support their academic needs in reading and writing to enhance the flow of learning within their usual class setting. Out of the four students that have special disabilities, one is escorted with an alternate para when they are serviced by the ENL teacher, Ms. Sun. The same programs that are utilized for Long Term ELL's are also used with addition to Interactive Smart Board Lessons. Some instructional strategies and grade level materials that the teacher of ELL-SWDs use that both provide access to academic content areas and speed English language development are: -Provide modified learning materials or task -Break down long text into small pieces -Rephrase complex sentences or questions -Provide graphic organizer and sentence frames -Allow more thinking time - Provide opportunity to collaborate with peers?-Seat students away from any distractions.-Use a checklist to get students organized.-Space short work periods with breaks.-Provide written and verbal directions with visuals -Provide incentives for beginning and completing material. -Divide tests into small sections - Role Play, model situations?-Share success between home and school -Pick a goal and focus on one for each activity. -The Write Source, On Our Way to English, and Rigby In Step Readers are used to accelerate English language development.</p>
<p>b. SIFE</p>	<p>Our instructional Plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with the NYS CR Part 154. SIFE students will receive differentiated instructions such as using home language texts, building up basic academic learning skills, providing a print rich environment, and giving frequent checks for communication. We will provide the students with supplementary reading intervention program based on their reading needs during the day, which will be in addition to their ENL services. They will be invited to attend extended day program to enhance their social emotional learning. Based on data from numerous assessments, instruction is differentiated. Moreover, SIFE students will be provided more online resources related to the students' culture and background.</p>
<p>c. Newcomer</p>	<p>Newcomer MLs/ELLs in our school that are here less than three years receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with the NYS CR Part154. Emotional support is provided by our guidance counselor to help them embrace the American culture during the month of September. They will receive constant exposure to vocabulary and literacy instruction using a variety of manipulatives and pictures. In addition to those programs, Google Classroom and Nearpod are used to support students. MLs/ELLs will receive differentiated instruction: providing more visuals to support understanding, connecting with students' own cultural background, providing explicit vocabulary learning opportunity.</p>

d. Developing	Our 4-6 year developing MLLs/ELLs receive the mandated number of minutes per week of ENL instruction based on their proficiency level in accordance with the NYS CR Part 154. Within the mandated instructional time, these students receive small group instruction in writing, which has been identified as an area that needs improvement. Writing goals are created for this subgroup which emphasize pre-writing, creating paragraphs, topic sentences, sentence variety, and editing. The developing MLLs/ELLs are still learning the language, so the ENL teacher provides more scaffolding to them. The ENL teacher will co-plan with the content teacher so the ENL teacher can modify the lesson or worksheet for MLLs/ELLs. The ENL teacher provide sentence structures, transition words, figurative language kit, academic language toolkit, etc. The ENL teacher will provide curriculum books in student's home language to assist understanding.
e. Long Term	Long Term MLLs/ELLs will receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading and writing needs based on their levels. Some strategies to ensure Long Term ELLs have access to grade level curriculum are: providing explicit feedback, providing opportunity to collaborate with peers, and providing graphic organizers and sentence frames. The ENL teacher will review data to determine Long Term ELLs areas of need. Additionally, the teacher will collaborate with the content area teachers to plan for instruction in areas of need.
f. Former ELLs up to two years after exiting ELL status	For former MLLs/ELLs, The ENL teacher will be designated as a co-teacher in the general education teacher's Google classroom. The ENL teacher will post related resources and lessons on Google classroom, as well as giving individual feedback to each student. The ENL teacher will continue to work with the content teacher collaboratively. The ENL teacher will modify lessons and worksheets by adding vocabulary, explanations on how to deconstruct complex sentences, and sentence stems. The ENL teacher will give feedback to each MLL/ELL. BELL Academy is providing alternative pathway for former ELLs, which is project learning method. In their content class, the teachers do a lot research based project, such as "my identify map", "refugee's journey", "Create my own god for Greek myth", etc. In order to align with student's curriculum, the ENL teacher will give MLLs/ELLs projects that align to the unit. For example, the ENL teacher had 8th grade MLLs/ELLs to create a map of symbolism that can represent the refugees; and for 6th grade MLLs/ELLs, the ENL teacher had them did a Greek/Latin root word project.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Home Language Materials and Support: Bilingual dictionaries, glossaries, and bilingual and native language books are used to support students' home language. In our ENL program, newcomer students are paired with bilingual students when necessary. Cognates and cognate word walls are used to scaffold language learning. Pictures are used to reinforce content and vocabulary. Home language support is given to students by supplying them with bilingual books, in their home language and English. Also, during state tests, bilingual word for word glossaries are supplied to students. We also have staff in the building to provide home language support in the following languages: Italian, Spanish, Hebrew, Hindi, Urdu, Greek, and Korean. ELLs have access to online resources such as Newsela, Common Lit, Khan Academy, LearnZillion, and Brainpop. These resources translations and assessments in different languages.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	The school offers Spanish class for only 8th grade students. The 8th grade MLs/ELLs take Spanish classes 5 classes a week and 45 minutes Monday through Friday.

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Through our annual Professional Learning, all staff receive training on how to best support academic and social emotional needs of MLLs /ELLs. All staff are trained to regularly use SEL models (for example, RULER), staff has been part of training through the Anti Defamation League, and staff is provided time to collaborate with each other to analyze the specific academic and social emotional needs of all students, including MLLs/ELLs. Professional Learning has been designed around the various aspects of the Culturally Responsive-Sustaining Education Framework, in which we focus on offering a warm and affirming environment, providing an inclusive curriculum/assessment, having high expectations and providing rigorous instruction, and engaging in ongoing professional development. As a Renzulli Schoolwide Enrichment Model, we are consistently working towards the development of all students', supporting their specific needs. Throughout the school year, on Mondays during Professional Learning, the ELLs provider will lead staff on strategies that can be used to support students in all content areas. The ENL teacher continuously co-plans with and support teachers to embed ELL strategies into content teacher unit plans. The ILET meets with other staff during grade-level and department level meets to facilitate an understanding of incorporation of CRSE into all instruction, with a focus on including all student identities and cultures into instrction. The school guidance counselor and social worker provide professional learning to staff, as well, to support their understanding of how to meet the social emotional needs of MLs/ELLs.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>The ENL teacher work with classroom teachers to help students develop skills they will need in middle school such as note taking techniques, listening skills, filling out graphic organizers and following multi-step directions. The guidance counselor holds a meeting with parents to talk about students adjusting to middle school. The ENL and classroom teachers provide direct instruction in content area vocabulary and materials and use data to analyze students' strengths and weaknesses on standardized tests. Instruction is rigorous in preparation for the middle school graders. Item analysis is utilized in lesson planning in order to address students' needs. In the general Education classrooms, students sit together on round tables, rather than the traditional square desks. The students store their books underneath chairs. During IIM, students work with other teachers on the grade. These strategies help the ELL students transition from classroom to classroom, which is done in middle school daily. The following professional development sessions have taken place or are planned for all teachers of MLLs/ELLs including our ENL teacher and classroom teachers who service MLLs/ELLs. These professional development sessions will serve to the mandated training required. These professional development opportunities will be taking place during Chancellor's Conference Days and monthly faculty conferences. The ENL Teacher also meets with the classroom teachers individually and discuss strategies for each MLL/ELL. There is a sign in sheet and an agenda that is provided along with PD materials. These documents are stored in a binder in the ELL office. A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on the best practices for co-teaching strategies and integrating language and content instruction for MLLs/ELLs. For ENL and bilingual teachers, 50% of their PD time is towards language acquisition and content area instruction. The following professional development sessions have taken place or are planned for all teachers of MLLs/ELLs including our ENL teacher and classroom teachers who service MLLs/ELLs. These professional development sessions will serve to fulfill the 7.5 hour mandated training required. These professional development opportunities will be taking place during Chancellor's Conference Days and monthly faculty conferences. • Using Data to Drive Instruction • Differentiation • Guided Reading • Schoolwide Enrichment Model • Independent Investigation Method During remote learning period, The ENL teacher goes to a PD on "Supporting Teachers of ELLs/MLLs." It teaches the ENL teacher how to use hyper doc to provide resources to MLLs/ELLs. The hyper doc format consist seven parts: engage, explore, explain, apply, share, reflect, extend. Each component has its own objective and scaffold. The hyper doc provides multiple entry points to MLLs/ELLs, and it engages MLLs/ELLs to interact with their teacher and peers. It also allows students to learn in their own pace, and choose assignment based on their level and interests. This PD also introduces some online tools for the teacher to use: Jamboard, Discovery Education. In addition, the ENL teacher attends a PD on "Discovery Education." Discovery Education provides engaging high-quality content, ready-to-use digital lessons, creative collaboration tools, and practical professional learning resources. The ENL teacher learns how to incorporate "Discovery Education" with Google Classroom, which will enrich students' learning. The ENL teacher will attend the district's office hour live meeting for additional support. During 2020-2021 school year, the ENL teacher attended the following professional learning events: -ELL Liaison Session- 10/31/2022 -ENL Teacher Experts: Developing Our Collective Understandings and Creating Meaningful Resources for Teachers of ELLs, Grades 6- 12 (11/4/2022, 12/2/2022, 12/16/2022)</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>In 2022-2023 school year, the parent coordinator did a couple of online family events such as "What are you thankful for?" In November around Thanksgiving, the parent coordinator had the families discuss throughout this pandemic and shut down, what are you thankful for? There was also a PowerPoint video with artwork done by our students where they drew a picture and wrote about their inspirations male and female person who inspires them. All families including families of MLs/ELLs are invited to those event, and they are encouraged to share anything they want to in the virtual meet. BELL Academy always respect the community and keep them abreast of what's going on in the community through our PTA and Parent coordinator workshops. We stood by in honor of Asian Hate, and we are celebrating LBGTQ in June for students who identify who they are. We will call students by the name they request to be referred to, with permission given from the parents/guardians. The Parent Coordinator hosts Parent Chats with families, with a focus on having open conversations about how to best support ML/ELL students and families. Here are the workshops and events for families during school year 2022-2023: 1. In December we asked all families to create a cupcake display using 12 cupcakes winter themed, take a picture, name your display and we showed it in a slideshow. This workshop was so much fun to see the creations from our students along with their families. Watching the slide show really captured the holiday excitement of celebrating with families. 3. In February we asked families to make their favorite ethnic dish, take a picture of what they cooked, and we displayed it in a cookbook. We put together a cookbook slideshow containing recipes and pictures of the dish they made celebrating different cultures that make up our school. It was fun to see the creations made. 4. In May we honored all the positive female role models in our student's lives by drawing a picture along with a quote "you are special to me because" and we displayed it in a slideshow. Along with the art teacher, we showed a slideshow of the beautiful artwork and blurbs designed by our students displaying the positive female role model in their lives. 5. In June we honored the positive male role models in our students' lives by drawing a picture along with a quote "you are special to me because" and we displayed it in a slideshow. Along with the art teacher, we showed a slideshow of the beautiful artwork and blurbs designed by our students displaying the positive female role model in their lives.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>The ENL coordinator Ms. Lee will arrange meetings with MLLs/ELLs family to discuss student's performance and any concerns they have. Translation service will be provided by parent coordinator for the family. The ENL coordinator Ms. Lee will compare the three STAR assessments throughout the year, and identify strengths and areas of improvements. Other assessments will be also discussed including last year's state assessment, NYSESLAT score, performance on content areas.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>N/A</p>
--	------------

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>BELL Academy has several activities to assist MLLs/ELLs in the beginning of the school year and during the school year. These include parent orientation breakfasts, open school night, and the pairing of newcomers with bilingual students to assist them. In addition, the school provides numerous activities that involve students and parents such as: Family Night, the Autumn dance, Math Game Night in January, Valentines Day activities in January, Community Building Night where BELL staff serves food in one of our local restaurants, The BELL Academy Carnival, Father and Mother appreciation breakfast/program, International Night, and parent meetings to help parents work with their children on test preparation for the ELA and Math. BELL Academy will host welcome meetings for newly enrolled students to the NYCDOE or a buddy system (two students of the same home language) so that students feel comfortable and supported. The parent coordinator Mrs. Lori Belcastro invites all parents including MLLs/ELLs to join the monthly "What's The Story With Lori" and invites both parents and students to join in and participate together. In addition, every week, Mrs. Lori Belcastro teams up with the school counselor Ms. Johnson to host "Wellness Wednesday".</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The ELL Coordinator is part of the ELL identification team. When a new student comes in, the ELL Coordinator conducts the Home Language Identification Survey (HLIS). Then obtains provisional home language for a newly enrolled student, update the provisional home language for the student in ATS and provide any necessary language supports to potential ELLs until the official identification process is completed. For the 2021-22 school year, the ELL identification and placement within the first 10 school days. Once the new student completed HLIS, the ELL Coordinator will determine if the student needs to take NYSITELL. If so, NYSITELL will be administered. If the student scores lower than commanding level on NYSITELL, then the student is entitled to ELL services, and the parent will be informed and invited to a parent orientation meeting, where the parent selects which ELL program the student should be placed into. If the student scores commanding level on NYSITELL, then the student is not entitled to ELL services, and the identification process stops. The ELL coordinator is a licensed pedagogy who is trained in administering NYSITELL, and conducting ELLs identification year-round.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to [LAP Assurances Professional Learning Module](#).

[Download a blank LAP assurances page.](#)

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Lori	Belcastro	Parent Coordinataor	2019	Yes	Yes

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
---	-----

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (**Chancellor’s Regulation A-663**).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents whose preferred language is other than English (not just parents of ELL students).

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	363	77	359	76
Chinese (any)	55	12	40	9
Greek	2	0.4	2	0.4
Korean	17	4	19	4
Mandarin	0	0	16	3
Russian	0	0	1	.2
Spanish	32	7	32	7
Urdu	1	.2	1	.2

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
English	49	49
Greek	2	2
Chinese (any)	2	2
Spanish	4	4
Italian	1	1
Croatian	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>Using data pulled from various sources, including school outreach, ATS reports, and student blue cards, families are given opportunities to communicate with the school in their preferred language. We also communicate through Jupiter messaging which has a translation key to press, and Google translate for emails sent home.</p>
---	--

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
School Newsletter	3x a year	Documents are stamped with a seal that indicates how to have documents translated. Any family that informs us of a preferred language will have their documents translated by the Office of Language Access. If needed, we will send the document to be translated by the DOE's Translation Unit. The translation unit provides translation for community facing documents in the DOE official languages at no cost to schools (Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu).
Notices	As needed	Staff is available to help translate documents, as needed. If necessary, staff uses DOE resources to access translated materials

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Curriculum Night	September	Staff is on hand to translate, as needed. Staff schedules appointments with NYCDOE translation services to help, as well.
Parent Teacher Conferences	November	Staff is on hand to translate, as needed. Staff schedules appointments with NYCDOE translation services to help, as well.
Parent Teacher Conferences	March	Staff is on hand to translate, as needed. Staff schedules appointments with NYCDOE translation services to help, as well.

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>During emergency situations, our staff is prepared to contact those who are able to speak necessary languages to support with translations. In cases where we do not have staff on hand, we rely on NYCDOE translation services to support our needs.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>During student-specific events, our staff is prepared to contact those who are able to speak necessary languages to support with translations. In cases where we do not have staff on hand, we rely on NYCDOE translation services to support our needs.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>If a parent must contact the school and needs translation, we call upon those who might speak the language. In cases where we do not have the necessarily staff on hand, we reach out to NYCDOE translation services.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Staff training & follow up email
Over-the-Phone Interpretation Desk Aid	Staff training & follow up email
Language Access Handbook	Staff training & follow up email
T&I Unit InfoHub Link	Staff training & follow up email

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>The Parent Coordinator will hold staff professional learning, in which she will share all resources and provide access to any supporting documents.</p>
--	--

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>We will use a welcome poster and place it at the entrance of the building, where parents can see it upon arrival. The Parents' Bill of Rights, Parent Guide to Language Access desk as well as in the main office. Parent coordinator is in frequent communication with all family members, and will make arrangements to accommodate families, accordingly. In addition, Classdojo will be used to disseminate information, and translates to parents' preferred language.</p>
---	--

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>We will hold parent meetings to gather parent feedback, including parent chats, parent coordinator meetings, and PTA meetings. After a meeting, parents will be asked to fill out the Parent Survey on Language Access. We will also create a focus group, with parents of various cultures, to gather and review feedback. From here, next steps for the school will be discussed.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>As we receive feedback, we immediately work as a team to come up with next steps. Speaking with community constituents, we come up with a plan to support improving language services. An example is that we needed more translation during parent teacher conferences. Teachers were immediately provided with information on how to access the DOE translation service hotline and began scheduling appointments to coincide with available translations. Moving forward, we will continue using these services and reviewing parent feedback. We will also continue using DOE services to support translation, both verbal and written.</p>

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
- The CEP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.