



BELMONT PREPARATORY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X434

ADDRESS: 500 EAST FORDHAM ROAD BRONX NY 10458

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10x434 **SCHOOL NAME:** Belmont Preparatory High School

SCHOOL ADDRESS: 500 East Fordham Road Bronx, NY 10458

SCHOOL TELEPHONE: 718-733-4559 **FAX:** 718-295-3655

SCHOOL CONTACT PERSON: Marc A Pascente **EMAIL ADDRESS:** mpascente@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marc A Pascente, APO

PRINCIPAL: Stephen J Gumbs

UFT CHAPTER LEADER: Delores Cooper

PARENTS' ASSOCIATION PRESIDENT: Ruth Rivera

STUDENT REPRESENTATIVE:
(Required for high schools) Julia Garcia, Justin Long-Moton

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** Cluster 6 Network 601

NETWORK LEADER: Larry Block

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Stephen J Gumbs	*Principal or Designee	
Scott Rowan	*UFT Chapter Chairperson or Designee	
Ruth Rivera	*PA/PTA President or Designated Co-President	
Eva Taylor- Wilson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sara Rodriguez	DC 37 Representative, if applicable	
Justin Long- Moton Julia Garcia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marc A Pascente	Member/ CSA	
Mercedes Martino Friedman	Member/Parent	
Jacqueline Rivera	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Belmont Preparatory High School offers a unique educational environment as a small college preparatory school. We were founded as a “haven” for academically talented students from the local community and have proven to be just that. We are physically situated between two other schools and share a building with five (5) sister schools. Although we are small, we offer five (5) Advanced Placement Courses as well as a wide variety of academic electives. These courses compliment a core curriculum that is integrated and purposed towards fulfilling our core mission of preparing students for the world of higher education. Our teachers work collaboratively to create unit plans, address the needs of ELL's and Special Education Students with care and dedication alike. We are set apart, in particular, because our small staff which is marked by low turn-over, is motivated by a shared vision of educational excellence to meet our collectively high standards.

Distinctive Features

A concerted effort has been made to remain small. We currently have a register of 413 students and can boast a low student to teacher ratio of 10:1. It is this small size that enables us to serve the needs of each individual child and to develop specialized programs to meet the needs of the individual student.

Our students are welcomed to our small school during our Matriculation Ceremony where staff members introduce them to our academic institution. As we interview prospective students we also furnish them with placement exams to be certain that they are afforded every opportunity to excel based on the strengths that they bring upon entering Belmont. Pre-matriculation testing affords us the opportunity to assist teachers in setting of individual student goals. These events are coordinated by our dedicated teaching staff which includes New York City Teaching Fellows who have remained with us despite having fulfilled their contractual obligations to the City. We have a low teacher turnover rate and a staff dedicated to and concerned for the needs of our students, evidenced by their willingness to come early, stay late, and volunteer their time in myriad ways. We have capitalized on our distinctive features and this has allowed us to accomplish both long and short term goals with a focus on our mission, vision and core values.

General Accomplishments

As a result of our small size, our small classes, and our knowledge of the individual needs of our learners we have been able to prepare them for college. Over the years, we have significantly increased the number of students who have been accepted to top rated schools of a national caliber. By maintaining a small Guidance Counselor caseload, we have allowed for our Senior Guidance Counselor to focus on all areas of student growth and maturation. This forward planning has allowed

her to significantly assist our students in the college application process. We are proud to brag that our small school has students who have been accepted to:

- Stanford University
- New York University
- Brandeis University
- Vassar College
- Fordham University
- Georgetown University
- U Mass @ Amherst
- John Jay College
- Hofstra University
- Holy Cross College
- Pace University
- Northeastern University
- Penn State University
- The University of Rochester
- Mt. Holyoke College
- Columbia University

The schools listed above are but a few of the elite institutions to which our students have been accepted throughout the years. Though this list represents some fine institutions, we are most proud to have afforded our students choice. We have made substantial gains to fulfill our mission and we are proud to have met our promise to the class of 2010 by having prepared them for the colleges of their dreams though they may not be as prestigious or as well known as those listed above.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Belmont Preparatory High School							
District:		10	DBN:		10X434	School BEDS Code:		321000011434	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded	√	
	2		6		10	√			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			83.5	84.9	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Stability - % of Enrollment:				
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		0	0	0			93.0	93.5	TBD
Grade 4		0	0	0					
Grade 5		0	0	0	Poverty Rate - % of Enrollment:				
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 7		0	0	0			78.9	79.8	90.4
Grade 8		0	0	0					
Grade 9		119	128	120	Students in Temporary Housing - Total Number:				
Grade 10		116	113	134	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11		68	71	73			2	18	TBD
Grade 12		81	85	85					
Ungraded		1	1	1	Recent Immigrants - Total Number:				
Total		385	398	413	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							10	18	0
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		35	39	38	Principal Suspensions		41	63	TBD
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		14	4	TBD
Number all others		23	36	26					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants							N/A	0	0
Early College HS Program Participants							0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	0	0	Number of Teachers		38	38	TBD
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		66	69	73					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	13	6	15	Number of Administrators and Other Professionals	14	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	18	12	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	69.2	76.9	TBD
				% more than 5 years teaching anywhere	33.3	48.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	72.0	74.0	TBD
American Indian or Alaska Native	0.3	0.3	0.2		94.8	88.3	TBD
Black or African American	34.8	34.7	32.7				
Hispanic or Latino	61.8	62.1	62.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.8	3.4				
White	1.8	1.3	1.5				
Male	49.1	48.5	46.7				
Female	50.9	51.5	53.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			X
Math:				Math:			√
Science:				Graduation Rate:			√
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X	√	√	66
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				√	√		
Hispanic or Latino				X	√		
Asian or Native Hawaiian/Other Pacific Islander						-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	√		
Student groups making AYP in each subject				1	4	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	94.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	15.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	58.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	11						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Belmont gathers quantitative and qualitative data from multiple sources (HSST, ATS, online periodic assessment tools, the Inquiry team data tool, formal/informal observations, observation conferences and information walks). Student performance data exists in summative and disaggregated forms. Scholarship, Pass/Fail comparison, attendance, Regents cohort accountability, NYSESLAT and credit accumulation data, are collected and analyzed periodically and systematically. As a result of this data collection we effectively use a variety of sources to make decisions to guide our work with students and teachers.

In addition we continue to make use of Scantron Performance Series and Acuity Periodic Assessment in Mathematics and English Language Arts for 9th and 10th grade students. Furthermore, we now use School Island to assess 9th and 10th grade students in Integrated Algebra and the sciences. This assessment has informed the teachers, enabling them to address students' needs with higher level of differentiation. Additionally, over the course of the past year we have revised our academic intervention program in order to better identify students who fall within the lowest third and provide them services to address these deficiencies.

As of the 2010-11 school year we have implemented a school-wide periodic and interim assessment program which measures student progress based on subject and grade specific exams corresponding to statewide standards and directed towards preparing students to successfully complete Regents examinations. Student data from these interim and periodic assessments are collected and shared with teachers who, working collaboratively modify subject curricula and create individualized student intervention strategies in order to move students towards overall learning goals.

Additionally, at the school level the data we have collected has allowed us to evaluate the effectiveness of programs as well as provided valuable information for programming students and differentiate instruction. In addition we have used aggregated data to establish new program initiatives and targeted academic intervention services as part of the academic and extracurricular school day such as our daily PM school/Tutoring and Saturday programs.

Comparative scholarship using STARS/HSST data reveals that overall scholarship has remained approximately the same from 2008-2009 academic year, 82 ±1 %. While scholarship in grade 10 increased significantly from 73% in June 2009 to 80% in June 2010, grade 11 showed a 7% decrease from 89% to 83%. Grades 9 and 12 did not show any significant changes. In the 9th grade, we continue to provide students with targeted academic assistance, as well as literacy and mathematics labs to improve the basic skills of level 1 and low 2 students. Literacy and Mathematics basic skills are assessed using 8th grade exam scores as baseline and/or Scantron Performance testing data. Progress is monitored using Scantron Performance, Acuity and departmental uniform periodic assessment tools. Targeted academic intervention will be provided for our current struggling 12th graders to ensure their progress.

Progress Report Data for the 2009-2010 school year shows that the percent of students in their first and second year of High School increased by 4 percent points whereas the percent of students earning 10 or more credits in their third year of High School decrease by the same amount. These results corroborate the scholarship data results listed above, and emphasize the need for 12th grade targeted assistance.

Additionally, a further review of NCLB AYP report indicates that the Hispanic subgroup continues to lag behind other groups in terms of progress in English Language Arts. In order to address this discrepancy, we have implemented certain intervention strategies. Lower level ESL students have been provided with intensive ESL instruction three periods per day in addition to dual language Spanish/ English instruction in mathematics and social studies. Additionally, ESL students are provided with an intensive Saturday instructional program in cooperation with Fordham University. Further assistance is provided to this group during after school hours and during our 4th period academic intervention program. Additional PM school academic intervention has been implemented in order to target the specific learning needs of this subgroup.

The Regents passing rate of the 2010 graduating cohort was higher than the passing rate of the 2009 graduating cohort in every subject area. Considerable gains were observed in Science, Global History and US History with gains near a 20% increase. Lesser gains were observed in Math and ELA. However, while these results are exciting and promising, we have also observed a decrease in the percent of the students scoring 75 and above in all Regents. Significant decreases were observed in Math, ELA and US History where the percent of students scoring 75 and above have decreased by 10, 12 and 17 percent respectively.

At the individual student level in addition to our periodic assessments referred to above, we use online periodic assessment tools to provide us with interim data. This data in combination with teachers' anecdotal progress reports have been effective in improving scholarship in the ninth and tenth grades. In summary:

- We continue to collect and monitor progress data in science and math on an ongoing basis. This program was phased in at the beginning of the 2008-09 school year and continues to provide us with important data for school improvement efforts.
- We have released ACUITY Online periodic assessment tool in ELA and Integrated Algebra for all grade levels and Pearson Interim Assessment Instrument for all ELL students.

All incoming 9th grade students are assessed in early September in reading and mathematics in order to establish baseline data. We have studied past trends in order to allow for current and future progress. We continue to implement our Living Environ/ELA literacy model of excellence. This model makes use of individual student data taken from past ELA State Assessment, Acuity, Scantron Performance assessment and Teacher anecdotal data.

We continue to have a strong culture of professionalism in which we are able to use our respective areas of expertise to analyze and critique data presented during our "Date with Data" initiatives, Cabinet Meetings, Professional Development, Common planning, and informal as well as formal meetings with staff members who represent our targeted population.

We have also been fortunate to work closely with our CFN team so as to inform our staff of best practices, strategies and resources available in order to help them help our students to achieve.

Significant Aides

- Our small size (413 students)
- PAC – Positive "Principal Advisory Committee" Meetings
- Title III Funds – To support our specific population
- LYFE Center Funds – To enable young women with children to attend school
- LEP/Part 154 Funds – To enable ELLs to improve in ELA with mandated Saturday classes.

- High adult/Student Ratio (10: 1) to enable us to know our children
- Title I Funds – To support our students with financial restraints and to provide for additional periods of instruction for our most academically challenged and at risk students.
- ARRA Funds to maintain low student: teacher ratios and prevent additional cutbacks in pedagogical staff.

Despite all of the positives and the progress made, we still continue to face significant hurdles which impede our progress toward continuous improvement. Among these difficulties, the most significant is the continued budgetary constraints which have made it impossible to replace teachers who have resigned, retired or transferred to other schools. As a result, the program and curriculum have been modified in order to accommodate the reduced number of staff. Class sizes as a result have increased from an average of 18 to an average of 32 per class. This is especially the case for our 9th and 10th grade groups. Another significant impediment caused by budgetary reduction, is the reduction in the number of hours we can offer for after-school regents exam preparation. Additional hurdles include:

- Low levels of parental involvement.
- Continued budgetary reductions.
- Low levels of student preparedness upon entry to Belmont.

SECTION V: ANNUAL SCHOOL GOALS

Our mission remains constant. Our entire faculty and staff are charged with preparing students for the world of higher education. To meet this end, we have decided to further improve our small school by strategically implementing goals for this academic year that focus on diversifying student inroads to excellence for our students. We continue to use our inquiry team and regular staff meetings in order to regularly assess student progress and reflect on our progress. Additionally, our goals have been set with careful consideration from feedback from our student population. We have also reviewed college acceptance requirements as we set these goals so our students will be best prepared to be successful at the college of their choice. This has included the addition of three rigorous electives for 2010 which were designed to augment our core curriculum and to provide students with the breadth and depth of academic qualifications colleges and universities seek.

1. Increase credit accumulation by 5% for all first year students in the lowest third of the cohort group (cohort P). The goal for these students will be to earn no fewer than ten credits each at the conclusion of the 2010-11 school year.

Rationale: this goal will help us to focus resources on the students who are most at-risk of academic underachievement.

2. Implement a targeted academic intervention program using data from interim and periodic testing conducted throughout the school year in each grade level in accord with state curriculum standards.

Rationale: The Targeted Academic intervention Program will help teachers to focus on the particular needs of students who are at risk.

3. Align data in a single central database to be used to assess and monitor student progress and to continue the cycle of school-wide improvement.

Rationale: The use of this tool will enable all school constituencies to share information and to collaborate in real-time.

4. To increase the use of technology in the classroom and the continued creation of a virtual online learning environment as indicated in our five year technology plan.

Rationale: The continued implementation of our technology plan will allow a more seamless flow from the internet to the classroom to the children's homes.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 9th Grade All Subjects

<p>Annual Goal Number One Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase credit accumulation by 5% for first year students in the lowest third of the cohort group (Cohort P).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 2009-2010 academic year report card data will be used in order to establish a baseline of student data regarding credit accumulation for cohort P. • Credit accumulation and scholarship data for individual students and sub-groups will be analyzed by the school’s inquiry team at the conclusion of each marking period in order to identify students and sub-groups to be targeted for improvement beginning in October and continuing weekly. • Scholarship data will be shared with teachers during weekly and monthly staff meetings in order to discern general and individual trends, towards the purpose of developing strategies which will address student learning needs. • Students will work with guidance counselors and classroom teachers in order to establish individual goals for progress (based on data from progress reports, Scantron, Acuity, and in-house periodic and interim assessments and other diagnostics). • Students will be guided by teachers and guidance personnel in establishing individualized quarterly benchmarks and significant indicators of progress. • School Inquiry Team will review scholarship data each marking period for the purpose of disaggregating the lowest third students and developing intervention strategies. • Students not meeting credit accumulation standards will participate in academic intervention programs which include an additional instructional period (PM school) and/or summer school and Saturday programs for the purpose of credit recovery. • Strategies for the use of individualized SMART goals will continue to be implemented by subject teachers during individual consultations with students.

	<ul style="list-style-type: none"> • Students with attendance below 80 percent will be specifically targeted for daily outreach by staff. • First period attendance will be monitored and daily outreach made to parents in order to improve attendance and scholarship. Based on data analysis, a direct correlation exists between student achievement and first period scholarship. • Teachers will work lessons during grade level and
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Academic Interventions service will be provided for targeted student population using C4E funding, Title I, and ARRA funding. • Daily outreach to parents by school aides, parent coordinator, and guidance staff in order to improve attendance. Support staff will be funded through Fair Student Funding, Title I, and ARRA funds.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Report card results for Cohort P students in the lowest third (eight report cards per annum). • Each marking period, school based progress report and report card data, quantitative and qualitative indicators will be analyzed and will show gains relative to the overall goal of a 5 percent gain. • Semester credit accumulation will indicate progress relative to overall goal of 5%. • Interim and Periodic assessment data. • Records of scholastic improvement conferences as well as evidence of positive outcomes. • Data from HSST. • Samples of project based work that incorporates statewide learning standards.

<p>Annual Goal Number Two Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Implement a targeted academic intervention program using data from interim and periodic testing conducted throughout the school year in each grade level in accord with state curriculum standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Beginning in September and continuing weekly, teachers, in concert with administration will develop, by grade level and department, a series of interim and periodic assessments, aligned to state standards and incorporating Regents tasks which will assess student progress in meeting statewide curriculum standards. • Beginning in September, and continuing weekly throughout the school year, teachers in coordination with administrative supervisors will evaluate examination data in order to assess the efficacy of subject curricula and instruction, so as to modify curriculum and instruction where indicated by individual and general student results. • Students will be targeted for academic intervention based on a number of criteria including data from periodic and interim assessments, quarterly marking period grades, Scantron assessments, Acuity assessments among others. • Teachers will meet weekly by grade level in order to create individual student academic intervention plans. • Students assigned for targeted academic intervention services will be provided a schedule indicating the service to be provided, the teacher, and the day they will receive services. Attendance will be monitored by school aides and administration. • All academic intervention will be provided during student fourth period student lunch and teacher professional period. • Students not making sufficient progress in reaching goals, will be targeted for additional intervention services, in particular, Regents preparation courses programmed into their daily schedule.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Academic Interventions service will be provided for targeted student population using C4E funding, Title I, and ARRA funding. • Daily outreach to parents by school aides, parent coordinator, and guidance staff in order to improve attendance. Support staff will be funded through Fair Student Funding, Title I, and ARRA funds. • Teachers will conduct meetings and academic intervention during their professional period, thus no additional funds will be required for this program except per-session for Regents preparation.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Report card results for targeted students (eight times per annum).
- School based progress report and report card data, quantitative and qualitative indicators will be analyzed and evaluated on a quarterly basis.
- Interim and Periodic assessment data as reported twice per year and four times per semester respectively.
- Anecdotal information regarding student interim goals set and achieved.
- Anecdotal information from scholastic improvement conferences as well as evidence of positive outcomes.
- Data from HSST.

<p>Annual Goal Number Three <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Align data in a single central database to be used to assess and monitor student progress and to continue the cycle of school-wide improvement. The use of this tool will enable all school constituencies to share information and to collaborate in real-time.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Beginning in September, the Principal and Assistant Principals will share data with staff members at weekly and monthly meetings. This will foster a sense of transparency that will help clarify the work needed to improve student outcomes. • Various streams of data will be made available to staff via software customized for the Department of Education and Belmont Preparatory HS. Using this system, we will be able to clearly identify at risk students, set goals for school wide improvement and individual student improvement. • Beginning in October a group of “early adopters” will begin training in Datacation and use of electronic grading. “Early adopters” will be teamed with other staff members in order to mentor them in use of Datacation. In January full use will be rolled out to staff. • Beginning in January, parents will be trained in the use of Datacation and assigned access keys for their child’s information. • Periodic assessment data will be electronically made available to parents and all staff members during each marking period and will be used to revise instruction during weekly grade level meetings. • Staff will use electronic grade-book feature of Datacation software to allow instant sharing of individual lessons, assessments, student progress, and collaborative anecdotal information compiled in the course of their weekly conferences. • Parents will access their child’s individual data including dean’s referrals, classroom assignments, homework assignments, curriculum, progress reports and progress indicators online using Datacation. • Curriculum decisions will be aligned to student performance indicators and to individualized student educational needs based on marking period grades and other data anecdotal, qualitative, and quantitative.

	<ul style="list-style-type: none"> • Teachers will on a weekly basis, work in teams to create and modify individual student educational needs and create student portfolios that are easily edited online by teachers and teacher teams. • Teachers will use data system to track and monitor individual student performance goals and achievement beginning in November 2010.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Datacation program will be purchased at the DOE rate of \$10,000.00 which includes training. Fair Student Funding will be used for this purchase. • Teachers will conduct meetings and academic intervention during their professional period, thus no additional funds will be required for this program. • Training will be conducted during once monthly faculty conferences. • Parent training will be provided beginning in November by Belmont staff at a per-session rate using Title I parent setaside.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student data will be analyzed on a quarterly basis using Datacation and will be reviewed with staff four times per year during our date with data meetings for indication of student progress. • Anecdotal information regarding student interim goals set and achieved will be reviewed by guidance intervention team on a monthly basis. • Student progress will be evaluated by a grade level team of teachers in coordination with administration and guidance staff. Students • Anecdotal information from scholastic improvement conferences as well as evidence of positive outcomes.

<p>Annual Goal Number Four Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the use of technology in the classroom and the continued creation of a virtual online learning environment as indicated in our five year technology plan.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Equipment will be installed in classrooms by January 2011. • Staff will receive ongoing professional development in creating and modifying their online classrooms. • Administrative personnel will continue to supervise the Belmont Prep. HS website
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Funding will be provided by Tax Levy Fair Student Funding which will cost approximately \$24,000 to equip classrooms with electronic media. • Ongoing training will be conducted by administrative staff in coordination with e-chalk and Datacation consultants. • Smartboard training will be conducted in-house using experienced teacher mentors to illustrate lesson planning and multimedia functionality of Smartboard.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • All classrooms will have integrated and interactive electronic whiteboards. • Every class taught at Belmont will be housed in an online environment, accessible to students via our website, www.belmontprep.org 24 hours per day 7 days per week.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	14	8	120	15	28	5	8	1
10	16	10	15	24	24	8	12	2
11	32	23	14	23	20	9	9	2
12	24		19	23	25	11	5	1

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>All students who did not pass the ELA Regents exam will be provided with an additional period of ELA instruction geared towards Regents exam preparation. Students in the lower third will also be assigned an additional period of academic intervention services during their 4th period lunch. Additionally, all ELL students will receive two periods of English language instruction. All Belmont students participate in an extended day program.</p>
<p>Mathematics:</p>	<p>All academically at-risk students as well as level-1 and low level-2 students receive a second period of mathematics instruction (math lab) in a small group setting. Small group academic intervention is offered in mathematics to all students identified through periodic assessment and progress report data as in need. All Belmont students participate in an extended day program.</p>
<p>Science:</p>	<p>All ninth grade students receive a second period of living environment instruction, geared to prepare them for the writing portion of the Regents exam. All identified students receive AIS in small groups two days per week. All Belmont students participate in an extended day program.</p>
<p>Social Studies:</p>	<p>Students identified for AIS receive two periods per week of small group tutoring. Students who do not pass the Global or US History Regents exams are provided a Regents prep course in addition to their regular studies. All Belmont students participate in an extended day program. An additional review course for Global History I and Global History 3 will be offered as will a review session in preparation for the Global History Regents Exam beginning in the Spring Semester and offered 2 days per week.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>In addition to mandated counseling, students receive additional academic and other appropriate counseling as needs dictate.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Montefiore Clinic offers the services of a psychologist and a social worker/ counselor for students identified for evaluation by Belmont staff. Clinic personnel offer individual sessions as indicated.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The social workers provide mandated counseling as described in student IEP's. The social worker will also provide crisis services to students as needed.</p>

At-risk Health-related Services:	Montefiore Clinic is staffed by a full-time physician, a nurse practitioner, and a registered nurse who will provide services on an as-need basis to at-risk students.
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Goals and Objectives:

Goal: The goals of the ESL program are to provide explicit instruction in English using ESL strategies and methodologies.

Objectives:

- To develop Oral Fluency in English Language as measured by the NYSESLAT Assessment
- To improve scores in the Reading and Writing modalities of the NYSESLAT Assessment
- To increase the proficiency of ELL students in science, and social studies
- To increase the number of ELL’s who are accepted to institutions of higher education
- To reduce the academic achievement gap between beginning-intermediate students and the rest of the student population
- To reduce the numbers of non-native English speakers who leave school without completing their high school course of studies
- To provide students the instruction needed to develop complex essays and compositions

Our Freestanding ESL Program:

We offer free-standing English as a Second Language Program which focuses on literacy and language development. The mandated language instruction for both Native Language Arts and English as a Second Language complies with Part 154 of the Commissioner’s Regulations.

Language instruction is aligned to Native Language Arts, English as a Second Language and English Language Arts Learning Standards and the Core Curriculum. A committee consisting of the Principal, Assistant Principal, ESL Coordinator, Guidance Counselor and Lead ESL teacher and a Literacy coach make up the LAP team.

Our ESL program allows for common planning periods for the ESL and classroom teachers in order to maximize English language acquisition. Students receive the New York State mandated ESL/ELA allotted instruction time based on the student proficiency, 360 minutes for Beginners and Intermediate and 180 for Advanced levels. Small group instruction is provided by Certified ESL teachers. In addition, ESL strategies are integrated in each of the content areas. Our 9th grade Beginning/Intermediate group uses the Ramp-Up and Balanced Literacy Model. We use the “Literature and the Language Arts: Experiencing Literature EMC series.” Students at this level work intensively to develop oral and listening

skills through the use of read aloud, shared-reading and book talks based on their independent reading. Following a unit on Monster, students work on developing their writing skills including grammar, sentence structure and vocabulary. They write memoirs, and autobiographies. To develop reading skills students work on short stories from the EMC series, focusing on literary devices and authoring short stories. Students continue to work on developing their reading skills through the use of novels, such as “The Outsiders.” In addition, students work on developing their critical thinking and writing through the use of writing journals that are kept and shared throughout the year. In addition students are exposed to poetry and the works of William Shakespeare. Our Intermediate level class continues to use the workshop model, balanced literacy model. Students continue to work on their reading, writing, oral and listening skills by working with the beginning and the advanced EMC series textbook. In addition students continue to work on sentence structure, reading comprehension, vocabulary building, reflective writing, procedure writing. Our Advanced level students work intensively on refining their reading and writing skills. They use the The American Tradition EMC series. In addition students are exposed to the works of Piri Thomas’s Down these Mean Streets, Ernesto Quinonez’s Bodega Dreams, and Boricuas, a compilation of short stories, poetry and essays. Students in our advanced ESL class take the ELA Regents in the spring of their junior year. To prepare for the ELA Regents students use The New Comprehensive English Examination Guide by Robert D. Shepherd in combination with All Write: A Handbook for Writing and Learning.

In compliance with the New York City Department of Education Division of Assessment and Accountability all modifications for ELLs are implemented for all State Assessment Examinations. To further assist our ELL population, students are provided with alternate language copies of tests in the content areas. In addition, students are provided with dictionaries containing direct translations during instructional time and informal assessments. The assignment of test proctor is also given serious consideration when ELLS are assessed. Specifically there is always an ESL or Bilingual pedagogue assigned to each testing room. In addition, training opportunities for teachers and proctors are sought out at local and regional meetings to learn about strategies to assess ELLS. All special education students are given both grade level appropriate and functional materials. The material that is used in the classroom is then adapted and modified by the teacher to meet the accommodations that are stated in their IEP.

Academic Rigor is sustained as students participate in an instructional program that is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. The core curriculum is implemented using Ramp-up and the Balanced Literacy approach to enhance comprehension and language development. Students are grouped homogenously for targeted areas of instruction according to the

LAB-R and NYSESLAT results. Students participate in small group instruction in an effort to provide opportunity for explicit skills instruction for certain tasks and to differentiate the instruction. Students participate regularly in instructional tasks that guide the production of language in oral, verbal and written form. Students make use of our state of arts humanities research lab. The use of technology enhances the core curriculum and provides students with opportunities for individual practice. Teachers at grade level meet weekly in order to review student data and to plan for academic intervention services for all students who are in need of additional assistance so as to meet state standards of performance.

Quality Teaching for ELLs

Our teachers have been provided professional development in ESL strategies, methodologies and second language acquisition and instructional scaffolding techniques based on teacher and student needs. In addition our common preparation period has served as forum for teachers to share best practices and to support individual teacher growth as well as to build community.

Our primary goal for professional development is to ensure that all Faculty is engaged in professional discourse and learning. Our on-going two days per week PD includes: Assessment, Lesson planning, Effective group work, Infusing Literacy across the curriculum, The Principles of Learning, NY State Standards and daily instruction, Co-teaching, Use of technology, Project Based Learning, Differentiated Instruction for the ESL and EIP students, Creating and Understanding Rubrics, Creating a positive text rich classroom environment. In addition we have conducted training sessions in the administration and interpretation of the NYSESLAT.

Parent Involvement and outreach

As an integral part of our ESL program parents receive a detailed orientation to provide a clear understanding of program models and option that will best support the learning needs of their children. In addition, the parent coordinator implements and provides parent workshops strengthen home-school partnerships. Furthermore, the parents of ELL students are active members of our PTA and regularly attend meeting and participate in PTA sponsored activities. The parents of our level 1 and 2 ESL students participate in the parent component of our Saturday program.

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 52 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Belmont Preparatory High School has an enrollment of 397 students. English Language Learners comprise **17%** of the school population. There are **18 ELLS in 9th grad, 12 in 10th grade, 10 in 11th grade and 14 in the 12 grade**. Our English Language Learner population is 94% Spanish speaking, and a small percentage of students representing French, Haitian Creole, Arabic and Bengali languages. According to the New York State English as a Second Language Achievement Assessment the percentage of students scoring at the levels of language proficiency are as follows: **7% Beginning, 65% Intermediate, and 28% advanced**. These scores imply that more explicit instruction in English as a Second Language must take place in reading and writing. It is essential for teachers to develop student writing and reading skills so that they may progress to the point where they can produce complex English language compositions.

Section II. Title III, Part A LEP Program Narrative

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

Goals and Objectives:

Goal: The goals of the ESL program are to provide explicit instruction in English using ESL strategies and methodologies.

Objectives:

- To develop Oral Fluency in English Language as measured by the NYSESLAT Assessment
- To improve scores in the Reading and Writing modalities of the NYSESLAT Assessment
- To increase the proficiency of ELL students in science, and social studies
- To increase the number of ELL's who are accepted to institutions of higher education
- To reduce the academic achievement gap between beginning-intermediate students and the rest of the student population
- To reduce the numbers of non-native English speakers who leave school without completing their high school course of studies
- To provide students the instruction needed to develop complex essays and compositions

Our Freestanding ESL Program:

We offer free-standing English as a Second Language Program which focuses on literacy and language development. The mandated language instruction for both Native Language Arts and English as a Second Language complies with Part 154 of the Commissioner's Regulations.

Language instruction is aligned to Native Language Arts, English as a Second Language and English Language Arts Learning Standards and the Core Curriculum. A committee consisting of the Principal, Assistant Principal, ESL Coordinator, Guidance Counselor and Lead ESL teacher and a Literacy coach make up the LAP team.

Sample Student Schedule

Beginner	Intermediate	Advanced	Newly Proficient
ESL	ESL	ESL	ESL
ESL	ESL	ELA	ELA
ESL	ELA	ELA	NLA
Lunch	LUNCH	LUNCH	LUNCH
Science ESL push-in	SCIENCE ESL push-in	SCIENCE ESL strategies	SCIENCE
PE or Health	PE or Health	PE	PE
Social Studies ESL push-in	SOCIAL STUDIES ESL push-in	SOCIAL STUDIES	SOCIAL STUDIES
Math ESL strategies	Math ESL strategies	MATH	MATH
Math ESL strategies			

Our ESL program allows for common planning periods for the ESL and classroom teachers in order to maximize English language acquisition. Students receive the New York State mandated ESL/ELA allotted instruction time based on the student proficiency, 360 minutes for Beginners and Intermediate and 180 for Advanced levels. Small group instruction is provided by Certified ESL teachers. In addition, ESL strategies are integrated in each of the content areas. Our 9th grade Beginning/Intermediate group uses the Ramp-Up and Balanced Literacy Model. We use the “Literature and the Language Arts: Experiencing Literature EMC series.” Students at this level work intensively to develop oral and listening skills through the use of read aloud, shared-reading and book talks based on their independent reading. Following a unit on Monster, students work on developing their writing skills including grammar, sentence structure and vocabulary. They write memoirs, and autobiographies. To develop reading skills students work on short stories from the EMC series, focusing on literary devices and authoring short stories. Students continue to work on developing their reading skills through the use of novels, such as “The Outsiders.” In addition, students work on developing their critical thinking and writing through the use of writing journals that are kept and shared throughout the year. In addition students are exposed to poetry and the works of William Shakespeare. Our Intermediate level class continues to use the workshop model, balanced literacy model. Students continue to work on their reading, writing, oral and listening skills by working with the beginning and the advanced EMC series textbook. In addition students continue to work on sentence structure, reading comprehension, vocabulary building, reflective writing, procedure writing. Our Advanced level students work intensively on refining their reading and writing skills. They use the The American Tradition EMC

series. In addition students are exposed to the works of Piri Thomas's Down these Mean Streets, Ernesto Quinonez's Bodega Dreams, and Boricuas, a compilation of short stories, poetry and essays. Students in our advanced ESL class take the ELA Regents in the spring of their junior year. To prepare for the ELA Regents students use The New Comprehensive English Examination Guide by Robert D. Shepherd in combination with All Write: A Handbook for Writing and Learning.

In compliance with the New York City Department of Education Division of Assessment and Accountability all modifications for ELLs are implemented for all State Assessment Examinations. To further assist our ELL population, students are provided with alternate language copies of tests in the content areas. In addition, students are provided with dictionaries containing direct translations during instructional time and informal assessments. The assignment of test proctor is also given serious consideration when ELLs are assessed. Specifically there is always an ESL or Bilingual pedagogue assigned to each testing room. In addition, training opportunities for teachers and proctors are sought out at local and regional meetings to learn about strategies to assess ELLs. All special education students are given both grade level appropriate and functional materials. The material that is used in the classroom is then adapted and modified by the teacher to meet the accommodations that are stated in their IEP.

Academic Rigor is sustained as students participate in an instructional program that is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. The core curriculum is implemented using Ramp-up and the Balanced Literacy approach to enhance comprehension and language development. Students are grouped homogenously for targeted areas of instruction according to the LAB-R and NYSESLAT results. Students participate in small group instruction in an effort to provide opportunity for explicit skills instruction for certain tasks and to differentiate the instruction. Students participate regularly in instructional tasks that guide the production of language in oral, verbal and written form. Students make use of our state of arts humanities research lab. The use of technology enhances the core curriculum and provides students with opportunities for individual practice. Teachers at grade level meet weekly in order to review student data and to plan for academic intervention services for all students who are in need of additional assistance so as to meet state standards of performance.

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

Quality Teaching for ELLs

Our teachers have been provided professional development in ESL strategies, methodologies and second language acquisition and instructional scaffolding techniques based on teacher and student needs. In addition our common preparation period has served as forum for teachers to share best practices and to support individual teacher growth as well as to build community.

Our primary goal for professional development is to ensure that all Faculty is engaged in professional discourse and learning. Our on-going two days per week PD includes: Assessment, Lesson planning, Effective group work, Infusing Literacy across the curriculum, The Principles of Learning, NY State Standards and daily instruction, Co-teaching, Use of technology, Project Based Learning, Differentiated Instruction for the ESL and EIP students, Creating and Understanding Rubrics, Creating a positive text rich classroom environment. Both ESL teachers continue to receive ongoing training in Q-TEL in order to address the needs of our LEP population. In addition we have conducted training sessions in the administration and interpretation of the NYSESLAT. ESL teachers will work with grade level classroom colleagues on a weekly basis in order to assist them in using appropriate strategies for subject area teachers to address the learning needs and styles of ELL’s.

Staff Development, 2010-2011 activities:

- Ramp-up
 - QTELL
 - NYSESLAT training
 - Understanding by Design
 - Developing Differentiated Instruction strategies for English Language Learners (monthly professional development sessions)
 - Weekly grade level conferencing
 - Departmental planning for Academic Intervention Services and student outreach
-

Section III. Title III Budget

School: Belmont Prep HS BEDS Code: 321000011434

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session \$14,614.00	\$4,789.44 \$2,574.24 \$1,746.15 \$1,995.60 \$1,722.93	-ESL/ Bi-literacy enrichment program. Saturday and PM school (extra period of instruction per day) for ELL's. Guidance support and Teacher per-session for these programs. Program components include: SABE level one English language instruction- 2 hours, Living Environment instruction, 2 hours of English language instruction 2 teachers x 2 hours/ week x 24 weeks x \$49.89= \$4,789.44. -Guidance outreach to parents of SABE students -1 guidance counselor x 4 hours/week x 12 weeks x \$53.63=\$2,574.24 Family worker parental outreach to SABE students -English Regents AIS for ESL students January and June Examination 1 teacher x 5 hours per week x 7 weeks x \$49.89= \$1,746.15 -Parental Outreach Adult ESL Instruction 2 hours per week per-session 1 teacher x 2 hours per week x 20 weeks x \$49.89= 1,995.60 -1 Supervisor x 33 hours for SABE program duration supplemented by Fair Student Funding \$52.21= 1,722.93
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		

Other	\$400.00	ELL Parent Meeting/Luncheons- 4 sessions
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Students are provided with home language surveys to determine initial needs. All correspondence sent from school is translated by bilingual personnel into English and Spanish. If other home language is required, assistance is provided as needed. E-chalk electronic communication device provides instant translation service for all posted documents.
2. We are an English and Spanish speaking school population. This has been reinforced during staff development and PTA meetings. Every effort has been made to hire bilingual staff and support staff so that translators are always readily available. Translation of documents are done on a per-session basis using Belmont staff with Translation funds.

Part B: Strategies and Activities

1. Spanish speaking school-aides and teachers are employed on a per-session basis in order to translate documents as needed. This is done as soon as English documents have been drafted so as to insure that documents are mailed in a timely fashion.
2. Each office is staffed by at least one Spanish speaking individual. Translation services are provided by staff, teachers, school aides, paraprofessionals and the administrative staff. Additionally, Spanish speaking school aides are employed in order to make telephone outreach calls to parents for attendance purposes.
3. Written translation services are provided via mass-mailings and telephone contact. This is accomplished via mass mailing. Forms are also distributed during homeroom and or official classes. Students are also called by bi-lingual school aides, guidance staff, and administration in order to remind them to complete and return all necessary forms and mailings. E-Chalk electronic communication device will be used to post electronic documents which can be translated into 24 different languages electronically.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$431,957.00	\$123,690.00	\$555,647.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,320.00	\$1,237.00	\$5,557.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,598.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$43,185.00	*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Belmont Preparatory High School agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
 - The school will incorporate this parental involvement policy into its school improvement plan.
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. Belmont Preparatory High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - ❖ PA Meetings
 - ❖ SLT Meetings
 2. Belmont Preparatory High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - ❖ PA Meetings
 - ❖ SLT Meetings
 3. Belmont Preparatory High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - ❖ Saturday Programs
 - ❖ Informal Sessions
 - ❖ Open School Night
 - ❖ Award Ceremony

4. Belmont Preparatory High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- ❖ The aforementioned meeting and conferences, the personnel responsible for conducting these meetings include: Principal, Guidance Counselor, Parent Coordinator and Family Worker. Parents will share their views at these forums in an effort to reverse, if necessary, the aforementioned Parent Involvement Policy.

5. Belmont Preparatory High School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the following actions. These topics will be addressed at Orientations, PTA Meetings, SLT Meetings, and case conferences with appropriate personnel.
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
- b. The school will provide materials and training to help parents work with their children to improve their childrens academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, Principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with all applicable Title I Funding and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

Belmont Preparatory HS School-Parent Compact

Belmont Preparatory High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Belmont Preparatory High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold parent-teacher conferences bi-annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports six times a year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: at an ad hoc basis.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of all children.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of all children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on all Regents exams.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Signatures:

School Parent(s) Student _____

Date Date Date _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Throughout the course of the year we will conduct surveys of various constituencies, offered a variety of assessments including PSAT and SAT testing, scholarship reviews, placement tests, AP exam reviews and analysis of Regent’s Exam results in order to assess the school’s changing needs. Based on these results we have identified several priorities for the 2010-2011 school year. Based on our assessments in relation to student performance, we will:

- Continue to offer staff meaningful Professional development.
- Continue to work on design of Special Education programs to best meet the needs of our Special Education population.
- Continue to work on utilizing the 90 minute literacy block
- Continue to modify our Global History curriculum in an effort to bolster student engagement and achievement.
- More clearly aligning Global History and ELA in an effort to maximize our Humanities theme.
- Continue to work on improving Global History curriculum in order to strengthen scholarship.
- Continue to work on Integrated Algebra curriculum in an effort to bolster student achievement.
- Continue to develop relationships with Fordham University and other local colleges and universities • Creating large and meaningful school wide projects.
- Expand use of technology in the classroom and beyond.
- Expand the guidance program to include more work with students on the key issues that affect students through the use of whole school assemblies and group and individual counseling.
- Increase communication and articulation with local middle and junior high schools.

2010-11 School-wide Strategies for Improvement

Activity	Who will participate?	Where will it take place?	When will it take place?
Instructional/ Classroom Activities.	All Belmont Prep. Students (ESL, Special Ed., General Ed.)	Belmont Prep. Classrooms	During the school year.
Professional Development Opportunities/ Workshops and seminars.	Administration Teachers, Para-professionals	Belmont Prep. Classrooms Conference Rooms	During the school year. 3 rd period Common Planning. Monthly Meetings After school.
Parent Association Meetings Workshops Seminars Discussion Information. sharing.	Parents, Administration Teachers	Campus Library	Monthly During the school year
Pupil Personnel Service Meetings and Outreach.	Guidance Counselor, Family Worker, Attendance Teacher, Administrator, Teacher	Conference Room	Weekly, during the school year.
School Leadership Meetings Planning Capacity building	Administration, Parents, Teachers, Students, C.B.O.s DC 37	Conference Room	2 nd Wednesday each month, 5PM
CEP Planning Team	Administration Parents, Teachers, Students, C.B.O.s	Conference Room	March –June (Planning for 2011-12)

Educational Learning walks Reflection, Common Planning and Inter-visitations.	Administration Teachers, Parents, Students	Belmont Prep. Classrooms	During the school year.
Inquiry Team	Data Specialist Test Coordinator Teacher Assistant Principal	Room 406	Weekly during the school year

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually”¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes² of
---------------------	---	--	--	--

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

	<i>or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
ENACT Arts Education 9th Grade Conflict Resolution Program/ ELA	Federal Title I	Yes			\$24,150.00		
Schoolwide Academic Intervention Program	Federal Title I and Title III and Local Fair-Student Funding	Yes			\$74,640.00		
Science Literacy/ ELA Curriculum	Title I, and Local Fair-Student Funding	Yes			\$277,440.00		
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x				Yes	11-12
Title I, Part A (ARRA)	Federal	x				Yes	11-12, 18-19, 21-23
Title II, Part A	Federal			x			
Title III, Part A	Federal	x		x		Yes	31-34, 11-24
Title IV	Federal			x			
IDEA	Federal		x				
Tax Levy	Local	x					

– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Three
2. Please describe the services you are planning to provide to the STH population.
Counseling, Academic Intervention, Health Intervention.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
Currently we have identified four students in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Counseling Services via Belmont staff and Montefiore Clinic
Attendance Outreach
Academic Intervention Services

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Belmont Preparatory High School					
District:	10	DBN:	10X434	School		321000011434

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.5	84.9	84.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	128	120	122				
Grade 10	113	134	111				
Grade 11	71	73	92				
Grade 12	85	85	65				
Ungraded	1	1	0				
Total	398	413	390				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.0	93.5	95.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	78.9	90.4	95.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	18	8

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	10	18	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	39	38	38	Principal Suspensions	41	63	84
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	14	4	13
Number all others	36	26	28				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	38	38	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	14	10
# receiving ESL services only	69	73	TBD	Number of Educational Paraprofessionals	4	4	9
# ELLs with IEPs	6	15	TBD				

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	18	12	53	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.2	76.9	79.4
				% more than 5 years teaching anywhere	33.3	48.7	58.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	74.0	88.2
American Indian or Alaska Native	0.3	0.2	0.3	% core classes taught by "highly qualified" teachers	94.8	88.3	85.4
Black or African American	34.7	32.7	30.8				
Hispanic or Latino	62.1	62.0	64.9				
Asian or Native Hawaiian/Other Pacific	1.8	3.4	3.1				
White	1.3	1.5	1.0				
Male	48.5	46.7	45.9				
Female	51.5	53.3	54.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	v	66
Ethnicity							

American Indian or Alaska Native						-
Black or African American				v	v	
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander						-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	v	
Student groups making				1	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	75.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the</i>	8	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the</i>	17.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the</i>	50.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	0	Quality Statement 5: Monitor and Revise	

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Cluster 6 Network 601	District 10	School Number 434	School Name Belmont Preparatory
Principal Stephen J Gumbs		Assistant Principal Marc Pascente	
Coach		Coach	
Teacher/Subject Area Bonnie Fedge/ESL		Guidance Counselor Sally Bonilla	
Teacher/Subject Area Scott Rowan/ESL		Parent Ruth Rivera	
Teacher/Subject Area		Parent Coordinator Keira Arias	
Related Service Provider		Other	
Network Leader Lawrence Block		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	392	Total Number of ELLs	59	ELLs as Share of Total Student Population (%)	15.05%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Prior to enrollment at Belmont Preparatory HS, students and parents are interviewed by the bilingual guidance staff, principal, or assistant principal in order to determine eligibility for admittance to Belmont Preparatory HS as well as a determination of the services they may be eligible to receive. The Home Language Identification Survey is provided to parents/guardians of all prospective parents and students. Upon acceptance and enrollment to Belmont, all documents previously delivered are supplied to guidance and support staff. A checklist of documents is maintained and documents that are not received are provided again to parent/guardian. Documents not received are mailed and sent home with students. Telephone outreach is also provided in order to achieve 100% compliance with HLIS mandate.

Our Freestanding ESL classes are described briefly in the High School Admissions Handbook, on our webpage and meetings are held with parents of prospective students at the time of the school's open house. Additionally at the time of the 9th grade orientation a meeting is held with parents of prospective 9th grade ELL's. An additional meeting is held with parents at the time of enrollment and parents are further provided with the Belmont Student Handbook.

Students are placed in our Freestanding ESL classes based on student transcripts, HLIS, as well as oral, aural and literacy competency examinations. The LAB-R examination is administered to students upon admittance to Belmont and prior to program delivery.

Correspondence via letter and telephone as well as in person meetings with parents are conducted throughout this process.

As a result of trends identified (enrollment of 15 newly arrived ELL's) and input from parents, we have created a low-level introductory ESL program in order to serve the needs of newly arrived ELL's.

Part III: ELL Demographics

A. ELL Programs

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

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										20	15	11	13	59
Push-In														0
Total	0	0	0	0	0	0	0	0	0	20	15	11	13	59

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	48	Special Education	13
SIFE	6	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL							59	6	13	59
Total	0	0	0	0	0	0	59	6	13	59

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										18	14	10	12	54
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic										1				1
Haitian										1				1
French												1	1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	0	0	0	21	14	11	13	59

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

We offer free-standing English as a Second Language Program which focuses on literacy and language development. The mandated language instruction for both Native Language Arts and English as a Second Language complies with Part 154 of the Commissioner's Regulations. Language instruction is aligned to Native Language Arts, English as a Second Language and English Language Arts Learning Standards and the Core Curriculum. A committee consisting of the Principal, Assistant Principal, ESL Coordinator, Guidance Counselor and Lead ESL teacher and a Literacy coach make up the LAP team.

Our ESL program allows for common planning periods for the ESL and classroom teachers in order to maximize English language acquisition. Students receive the New York State mandated ESL/ELA allotted instruction time based on the student proficiency, 360 minutes for Beginners and Intermediate and 180 for Advanced levels. Small group instruction is provided by Certified ESL teachers. In addition, ESL strategies are integrated in each of the content areas. Students are grouped based on proficiency levels and students travel as a block. Our 9th grade Beginning/Intermediate group uses the Ramp-Up and Balanced Literacy Model. We use the "Literature and the Language Arts: Experiencing Literature EMC series." Students at this level work intensively to develop oral and listening skills through the use of read aloud, shared-reading and book talks based on their independent reading. Following a unit on Monster, students work on developing their writing skills including grammar, sentence structure and vocabulary. They write memoirs, and autobiographies. To develop reading skills students work on short stories from the EMC series, focusing on literary devices and authoring short stories. Students continue to work on developing their reading skills through the use of novels, such as "The Outsiders." In addition, students work on developing their critical thinking and writing through the use of writing journals that are kept and shared throughout the year. In addition students are exposed to poetry and the works of William Shakespeare. Our Intermediate level class continues to use the workshop model, balanced literacy model. Students continue to work on their reading, writing, oral and listening skills by working with the beginning and the advanced EMC series textbook. In addition students continue to work on sentence structure, reading comprehension, vocabulary building, reflective writing, procedure writing. Our Advanced level students work intensively on refining their reading and writing skills. They use the The American Tradition EMC series. In addition students are exposed to the works of Piri Thomas's Down these Mean Streets, Ernesto Quinonez's Bodega Dreams, and Boricuas, a compilation of short stories, poetry and essays. Students in our advanced ESL class take the ELA Regents in the spring of their junior year. To prepare for the ELA Regents students use The New Comprehensive English Examination Guide by Robert D. Shepherd in combination with All Write: A Handbook for Writing and Learning.

Beginner	Intermediate	Advanced	Newly Proficient
ESL	ESL	ESL	ESL
ESL	ESL	ELA	ELA
ESL	ELA	ELA	NLA
Lunch	LUNCH	LUNCH	LUNCH
Science ESL push-in	Science ESL push-in	Science	Science
PE or Health	PE or Health	PE	PE
Social Studies	Social Studies	Social Studies	Social Studies
Math ESL strategies	Math ESL strategies	MATH	MATH

In compliance with the New York City Department of Education Division of Assessment and Accountability all modifications for ELLs are implemented for all State Assessment Examinations. To further assist our ELL population, students are provided with alternate language copies of tests in the content areas. In addition, students are provided with dictionaries containing direct translations during instructional time and informal assessments. The assignment of test proctor is also given serious consideration when ELLs are assessed. Specifically there is always an ESL or Bilingual pedagogue assigned to each testing room. In addition, training opportunities for teachers and proctors are sought out at local and regional meetings to learn about strategies to assess ELLs. All special education students are given both grade level appropriate and functional materials. The material that is used in the classroom is then adapted and modified by the teacher to meet the accommodations that are stated in their IEP.

For all of our ELL's, we group students based on on results of LAB-R and NYSESLAT testing as well as Scantron and internal periodic assessments. Students are evaluated on a biannual basis in order to determine the appropriate setting.

Our newcomers in the country fewer than three years, are provided with additional support in the form of a double block of ESL instruction and a double period of Science and Literacy instruction (see schedule above). Lower level ELL's are also provided with a push-in instructor in Science as well as a bi-lingual mathematics instructor.

ELL's receiving services for more than 4 years continue to receive double-period of ELA and ESL instruction. These students additionally receive academic intervention services in order to prepare them for the rigors of the Regents exams.

Academic Rigor is sustained as students participate in an instructional program that is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. The core curriculum is implemented using Ramp-up and the Balanced Literacy approach to enhance comprehension and language development. Students are grouped homogenously for targeted areas of instruction according to the LAB-R and NYSESLAT results. Students participate in small group instruction in an effort to provide opportunity for explicit skills instruction for certain tasks and to differentiate the instruction. Students participate regularly in instructional tasks that guide the production of language in oral, verbal and written form. Students make use of our state of arts humanities research lab. The use of technology enhances the core curriculum and provides students with opportunities for individual practice. Teachers at grade level meet weekly in order to review student data and to plan for academic intervention services for all students who are in need of additional assistance so as to meet state standards of performance.

As the table below does not allow us to populate the fields with required information, it is included herein.

Beginning ELL's 720 minutes of ELA instruction per-week.

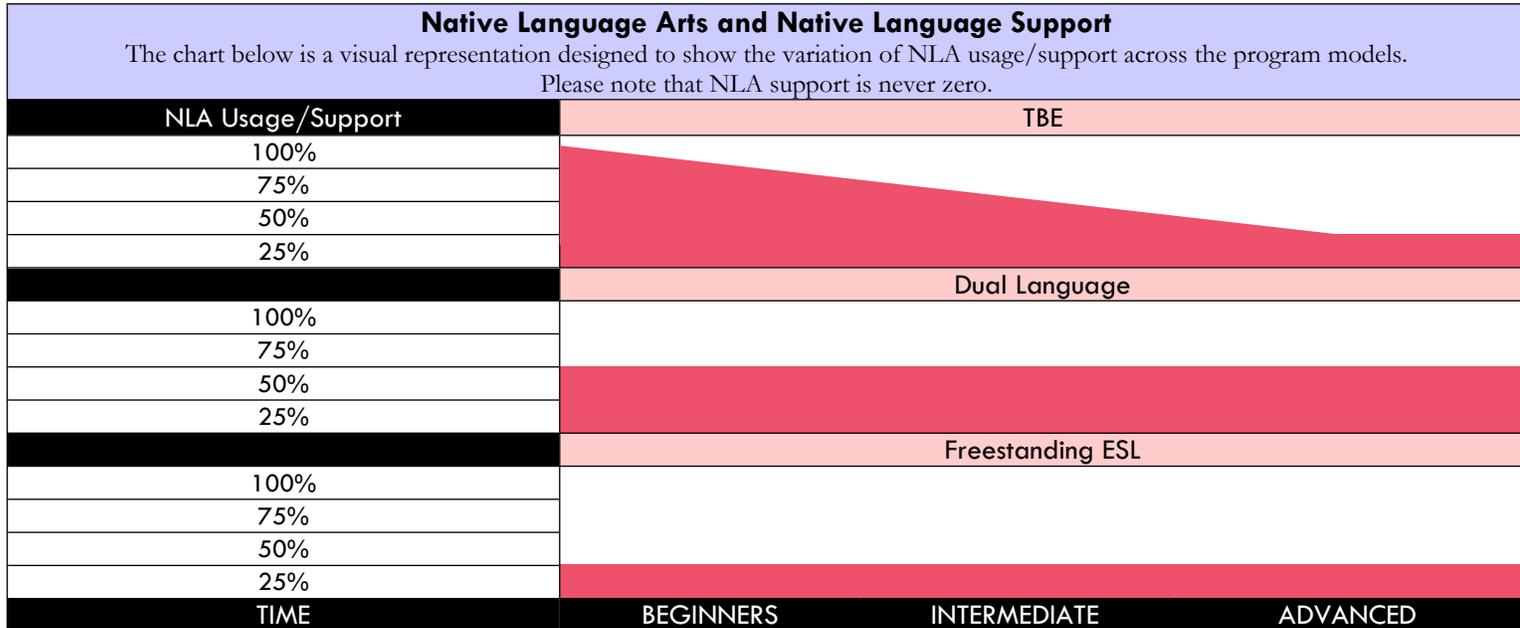
Intermediate ELL's 720 minutes of ELA instruction per-week.

Advanced ELL's 720 minutes of ELA instruction per-week.

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

In compliance with the New York City Department of Education Division of Assessment and Accountability all modifications for ELLs are implemented for all State Assessment Examinations. To further assist our ELL population, students are provided with alternate language copies of tests in the content areas. In addition, students are provided with dictionaries containing direct translations during instructional time and informal assessments. The assignment of test proctor is also given serious consideration when ELLs are assessed. Specifically there is always an ESL or Bilingual pedagogue assigned to each testing room. In addition, training opportunities for teachers and proctors are sought out at local and regional meetings to learn about strategies to assess ELLs. All special education students are given both grade level appropriate and functional materials. The material that is used in the classroom is then adapted and modified by the teacher to meet the accommodations that are stated in their IEP.

Academic Rigor is sustained as students participate in an instructional program that is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. The core curriculum is implemented using Ramp-up and the Balanced Literacy approach to enhance comprehension and language development. Students are grouped homogenously for targeted areas of instruction according to the LAB-R and NYSESLAT results. Students participate in small group instruction in an effort to provide opportunity for explicit skills instruction for certain tasks and to differentiate the instruction. Students participate regularly in instructional tasks that guide the production of language in oral, verbal and written form. Students make use of our state of arts humanities research lab. The use of technology enhances the core curriculum and provides students with opportunities for individual practice. Teachers at grade level meet weekly in order to review student data and to plan for academic intervention services for all students who are in need of additional assistance so as to meet state standards of performance. Additional programs to be offered include Project LEAD (Language Education through Arts and Drama) in conjunction with Lincoln Center. This program is conducted with the cooperation and input of the classroom instructor and is incorporated into the curriculum on a weekly basis. In addition to the regular curriculum and supplemental curriculum, all classrooms used for ESL instruction are equipped with Smartboard technology and computer labs are available and incorporated into lesson planning and delivery.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our teachers have been provided professional development in ESL strategies, methodologies and second language acquisition and instructional scaffolding techniques based on teacher and student needs. In addition our common preparation period has served as forum for teachers to share best practices and to support individual teacher growth as well as to build community.

Our primary goal for professional development is to ensure that all Faculty is engaged in professional discourse and learning. Our on-going two days per week PD includes: Assessment, Lesson planning, Effective group work, Infusing Literacy across the curriculum, The Principles of Learning, NY State Standards and daily instruction, Co-teaching, Use of technology, Project Based Learning, Differentiated Instruction for the ESL and EIP students, Creating and Understanding Rubrics, Creating a positive text rich classroom environment. Both ESL teachers continue to receive ongoing training in Q-TEL in order to address the needs of our LEP population. In addition we have conducted training sessions in the administration and interpretation of the NYSESLAT. ESL teachers will work with grade level classroom colleagues on a weekly basis in order to assist them in using appropriate strategies for subject area teachers to address the learning needs and styles of ELL's.

Staff Development, 2010-2011 activities:

Ramp-up

QTELL

NYSESLAT training

Understanding by Design

Developing Differentiated Instruction strategies for English Language Learners (monthly professional development sessions)

Weekly grade level conferencing

Departmental planning for Academic Intervention Services and student outreach. Sign in sheets and records are maintained at the school.

E. Parental Involvement

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

As an integral part of our ESL program parents receive a detailed orientation to provide a clear understanding of program models and option that will best support the learning needs of their children. In addition, the parent coordinator implements and provides parent workshops strengthen home-school partnerships. Furthermore, the parents of ELL students are active members of our PTA and regularly attend meeting and participate in PTA sponsored activities. The parents of our level 1 and 2 ESL students participate in the parent component of our Saturday program. We partner with Lincoln Center for the LEAD program and with ENACT. Parents involvement policy follows: Belmont Preparatory High School agrees to implement the following statutory requirements:

o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

o The school will incorporate this parental involvement policy into its school improvement plan.

o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

§ that parents play an integral role in assisting their child's learning;

§ that parents are encouraged to be actively involved in their child's education at school;

§ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

§ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource

Center in the State.

1. Belmont Preparatory High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- v PA Meetings
- v SLT Meetings

2. Belmont Preparatory High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- v PA Meetings
- v SLT Meetings

3. Belmont Preparatory High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- v Saturday Programs
- v Informal Sessions
- v Open School Night
- v Award Ceremony

4. Belmont Preparatory High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

v The aforementioned meeting and conferences, the personnel responsible for conducting these meetings include: Principal, Guidance Counselor, Parent Coordinator and Family Worker. Parents will share their views at these forums in an effort to reverse, if necessary, the aforementioned Parent Involvement Policy.

5. Belmont Preparatory High School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the following actions. These topics will be addressed at Orientations, PTA Meetings, SLT Meetings, and case conferences with appropriate personnel.

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

b. The school will provide materials and training to help parents work with their children to improve their childrens academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, Principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with all applicable Title I Funding and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

e. The school will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support

their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

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

o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	Part V: Assessment Analysis								
8									
NYSAA Bilingual Spe Ed									0

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0
WRITING	A						4	4	6

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	15		4	
Math	32		17	
Math				
Biology				
Chemistry				
Earth Science	10		9	
Living Environment	20		13	
Physics				
Global History and Geography	24		16	
US History and Government	14		6	
Foreign Language	18		18	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?

data, are collected and analyzed periodically and systematically. As a result of this data collection we effectively use a variety of sources to make decisions to guide our work with students and teachers.

In addition we continue to make use of Scantron Performance Series and Acuity Periodic Assessment in Mathematics and English Language Arts for 9th and 10th grade students. Furthermore, we now use School Island to assess 9th and 10th grade students in Integrated Algebra and the sciences. This assessment has informed the teachers, enabling them to address students' needs with higher level of differentiation. Additionally, over the course of the past year we have revised our academic intervention program in order to better identify students who fall within the lowest third and provide them services to address these deficiencies.

As of the 2010-11 school year we have implemented a school-wide periodic and interim assessment program which measures student progress based on subject and grade specific exams corresponding to statewide standards and directed towards preparing students to successfully complete Regents examinations. Student data from these interim and periodic assessments are collected and shared with teachers who, working collaboratively modify subject curricula and create individualized student intervention strategies in order to move students towards overall learning goals.

Additionally, at the school level the data we have collected has allowed us to evaluate the effectiveness of programs as well as provided valuable information for programming students and differentiate instruction. In addition we have used aggregated data to establish new program initiatives and targeted academic intervention services as part of the academic and extracurricular school day such as our daily PM school/Tutoring and Saturday programs.

Comparative scholarship using STARS/HSST data reveals that overall scholarship has remained approximately the same from 2008-2009 academic year, 82 ± 1 %. While scholarship in grade 10 increased significantly from 73% in June 2009 to 80% in June 2010, grade 11 showed a 7% decrease from 89% to 83%. Grades 9 and 12 did not show any significant changes. In the 9th grade, we continue to provide students with targeted academic assistance, as well as literacy and mathematics labs to improve the basic skills of level 1 and low 2 students. Literacy and Mathematics basic skills are assessed using 8th grade exam scores as baseline and/or Scantron Performance testing data. Progress is monitored using Scantron Performance, Acuity and departmental uniform periodic assessment tools. Targeted academic intervention will be provided for our current struggling 12th graders to ensure their progress.

Progress Report Data for the 2009-2010 school year shows that the percent of students in their first and second year of High School increased by 4 percent points whereas the percent of students earning 10 or more credits in their third year of High School decrease by the same amount. These results corroborate the scholarship data results listed above, and emphasize the need for 12th grade targeted assistance.

Additionally, a further review of NCLB AYP report indicates that the Hispanic subgroup continues to lag behind other groups in terms of progress in English Language Arts. In order to address this discrepancy, we have implemented certain intervention strategies. Lower level ESL students have been provided with intensive ESL instruction three periods per day in addition to dual language Spanish/ English instruction in mathematics and social studies. Additionally, ESL students are provided with an intensive Saturday instructional program in cooperation with Fordham University. Further assistance is provided to this group during after school hours and during our 4th period academic intervention program.

The Regents passing rate of the 2010 graduating cohort was higher than the passing rate of the 2009 graduating cohort in every subject area. Considerable gains were observed in Science, Global History and US History with gains near a 20% increase. Lesser gains were observed in Math and ELA. However, while these results are exciting and promising, we have also observed a decrease in the percent of the students scoring 75 and above in all Regents. Significant decreases were observed in Math, ELA and US History where the percent of students scoring 75 and above have decreased by 10, 12 and 17 percent respectively.

At the individual student level in addition to our periodic assessments referred to above, we use online periodic assessment tools to provide us with interim data. This data in combination with teachers' anecdotal progress reports have been effective in improving scholarship in the ninth and tenth grades. In summary:

- We continue to collect and monitor progress data in science and math on an ongoing basis. This program was phased in at the beginning of the 2008-09 school year and continues to provide us with important data for school improvement efforts.
- We have released ACUITY Online periodic assessment tool in ELA and Integrated Algebra for all grade levels and Pearson Interim Assessment Instrument for all ELL students.

All incoming 9th grade students are assessed in early September in reading and mathematics in order to establish baseline data. We have studied past trends in order to allow for current and future progress. We continue to implement our Living Environ/ELA literacy model of excellence. This model makes use of individual student data taken from past ELA State Assessment, Acuity, Scantron Performance assessment and Teacher anecdotal data.

We continue to have a strong culture of professionalism in which we are able to use our respective areas of expertise to analyze and critique data presented during our “Date with Data” initiatives, Cabinet Meetings, Professional Development, Common planning, and informal as well as formal meetings with staff members who represent our targeted population.

We have also been fortunate to work closely with our CFN team so as to inform our staff of best practices, strategies and resources available on order to help them help our students to achieve.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Cluster 6 Network 601	District 10	School Number 434	School Name Belmont Preparatory
Principal Stephen J Gumbs		Assistant Principal Marc Pascente	
Coach		Coach	
Teacher/Subject Area Bonnie Fedge/ESL		Guidance Counselor Sally Bonilla	
Teacher/Subject Area Scott Rowan/ESL		Parent Ruth Rivera	
Teacher/Subject Area		Parent Coordinator Keira Arias	
Related Service Provider		Other	
Network Leader Lawrence Block		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	392	Total Number of ELLs	59	ELLs as Share of Total Student Population (%)	15.05%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Prior to enrollment at Belmont Preparatory HS, students and parents are interviewed by the bilingual guidance staff, principal, or assistant principal in order to determine eligibility for admittance to Belmont Preparatory HS as well as a determination of the services they may be eligible to receive. The Home Language Identification Survey is provided to parents/guardians of all prospective parents and students. Upon acceptance and enrollment to Belmont, all documents previously delivered are supplied to guidance and support staff. A checklist of documents is maintained and documents that are not received are provided again to parent/guardian. Documents not received are mailed and sent home with students. Telephone outreach is also provided in order to achieve 100% compliance with HLIS mandate.

Our Freestanding ESL classes are described briefly in the High School Admissions Handbook, on our webpage and meetings are held with parents of prospective students at the time of the school's open house. Additionally at the time of the 9th grade orientation a meeting is held with parents of prospective 9th grade ELL's. An additional meeting is held with parents at the time of enrollment and parents are further provided with the Belmont Student Handbook.

Students are placed in our Freestanding ESL classes based on student transcripts, HLIS, as well as oral, aural and literacy competency examinations. The LAB-R examination is administered to students upon admittance to Belmont and prior to program delivery.

Correspondence via letter and telephone as well as in person meetings with parents are conducted throughout this process.

As a result of trends identified (enrollment of 15 newly arrived ELL's) and input from parents, we have created a low-level introductory ESL program in order to serve the needs of newly arrived ELL's.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										20	15	11	13	59
Push-In														0
Total	0	0	0	0	0	0	0	0	0	20	15	11	13	59

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	48	Special Education	13
SIFE	6	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL							59	6	13	59
Total	0	0	0	0	0	0	59	6	13	59

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										18	14	10	12	54
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic										1				1
Haitian										1				1
French												1	1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	0	0	0	21	14	11	13	59

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

We offer free-standing English as a Second Language Program which focuses on literacy and language development. The mandated language instruction for both Native Language Arts and English as a Second Language complies with Part 154 of the Commissioner's Regulations. Language instruction is aligned to Native Language Arts, English as a Second Language and English Language Arts Learning Standards and the Core Curriculum. A committee consisting of the Principal, Assistant Principal, ESL Coordinator, Guidance Counselor and Lead ESL teacher and a Literacy coach make up the LAP team.

Our ESL program allows for common planning periods for the ESL and classroom teachers in order to maximize English language acquisition. Students receive the New York State mandated ESL/ELA allotted instruction time based on the student proficiency, 360 minutes for Beginners and Intermediate and 180 for Advanced levels. Small group instruction is provided by Certified ESL teachers. In addition, ESL strategies are integrated in each of the content areas. Students are grouped based on proficiency levels and students travel as a block. Our 9th grade Beginning/Intermediate group uses the Ramp-Up and Balanced Literacy Model. We use the "Literature and the Language Arts: Experiencing Literature EMC series." Students at this level work intensively to develop oral and listening skills through the use of read aloud, shared-reading and book talks based on their independent reading. Following a unit on Monster, students work on developing their writing skills including grammar, sentence structure and vocabulary. They write memoirs, and autobiographies. To develop reading skills students work on short stories from the EMC series, focusing on literary devices and authoring short stories. Students continue to work on developing their reading skills through the use of novels, such as "The Outsiders." In addition, students work on developing their critical thinking and writing through the use of writing journals that are kept and shared throughout the year. In addition students are exposed to poetry and the works of William Shakespeare. Our Intermediate level class continues to use the workshop model, balanced literacy model. Students continue to work on their reading, writing, oral and listening skills by working with the beginning and the advanced EMC series textbook. In addition students continue to work on sentence structure, reading comprehension, vocabulary building, reflective writing, procedure writing. Our Advanced level students work intensively on refining their reading and writing skills. They use the The American Tradition EMC series. In addition students are exposed to the works of Piri Thomas's Down these Mean Streets, Ernesto Quinonez's Bodega Dreams, and Boricuas, a compilation of short stories, poetry and essays. Students in our advanced ESL class take the ELA Regents in the spring of their junior year. To prepare for the ELA Regents students use The New Comprehensive English Examination Guide by Robert D. Shepherd in combination with All Write: A Handbook for Writing and Learning.

Beginner	Intermediate	Advanced	Newly Proficient
ESL	ESL	ESL	ESL
ESL	ESL	ELA	ELA
ESL	ELA	ELA	NLA
Lunch	LUNCH	LUNCH	LUNCH
Science ESL push-in	Science ESL push-in	Science	Science
PE or Health	PE or Health	PE	PE
Social Studies	Social Studies	Social Studies	Social Studies
Math ESL strategies	Math ESL strategies	MATH	MATH

In compliance with the New York City Department of Education Division of Assessment and Accountability all modifications for ELLs are implemented for all State Assessment Examinations. To further assist our ELL population, students are provided with alternate language copies of tests in the content areas. In addition, students are provided with dictionaries containing direct translations during instructional time and informal assessments. The assignment of test proctor is also given serious consideration when ELLs are assessed. Specifically there is always an ESL or Bilingual pedagogue assigned to each testing room. In addition, training opportunities for teachers and proctors are sought out at local and regional meetings to learn about strategies to assess ELLs. All special education students are given both grade level appropriate and functional materials. The material that is used in the classroom is then adapted and modified by the teacher to meet the accommodations that are stated in their IEP.

For all of our ELL's, we group students based on on results of LAB-R and NYSESLAT testing as well as Scantron and internal periodic assessments. Students are evaluated on a biannual basis in order to determine the appropriate setting.

Our newcomers in the country fewer than three years, are provided with additional support in the form of a double block of ESL instruction and a double period of Science and Literacy instruction (see schedule above). Lower level ELL's are also provided with a push-in instructor in Science as well as a bi-lingual mathematics instructor.

ELL's receiving services for more than 4 years continue to receive double-period of ELA and ESL instruction. These students additionally receive academic intervention services in order to prepare them for the rigors of the Regents exams.

Academic Rigor is sustained as students participate in an instructional program that is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. The core curriculum is implemented using Ramp-up and the Balanced Literacy approach to enhance comprehension and language development. Students are grouped homogenously for targeted areas of instruction according to the LAB-R and NYSESLAT results. Students participate in small group instruction in an effort to provide opportunity for explicit skills instruction for certain tasks and to differentiate the instruction. Students participate regularly in instructional tasks that guide the production of language in oral, verbal and written form. Students make use of our state of arts humanities research lab. The use of technology enhances the core curriculum and provides students with opportunities for individual practice. Teachers at grade level meet weekly in order to review student data and to plan for academic intervention services for all students who are in need of additional assistance so as to meet state standards of performance.

As the table below does not allow us to populate the fields with required information, it is included herein.

Beginning ELL's 720 minutes of ELA instruction per-week.

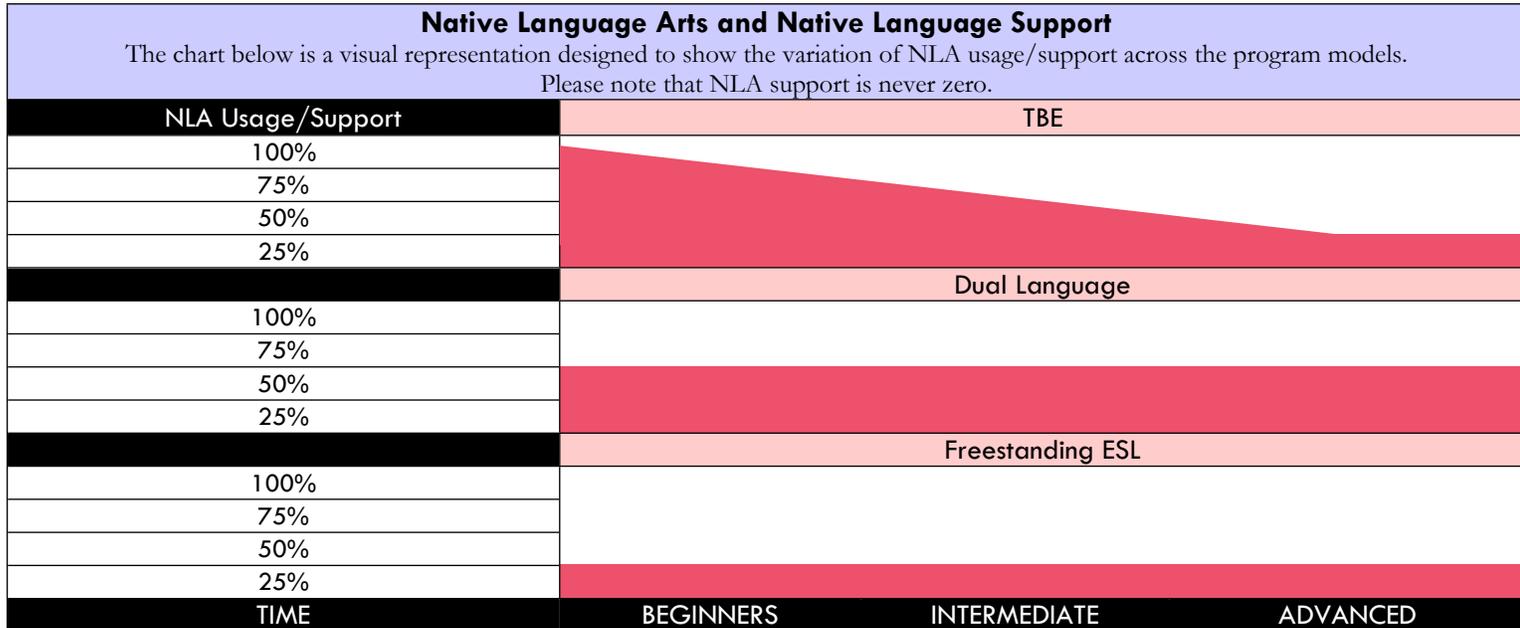
Intermediate ELL's 720 minutes of ELA instruction per-week.

Advanced ELL's 720 minutes of ELA instruction per-week.

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

In compliance with the New York City Department of Education Division of Assessment and Accountability all modifications for ELLs are implemented for all State Assessment Examinations. To further assist our ELL population, students are provided with alternate language copies of tests in the content areas. In addition, students are provided with dictionaries containing direct translations during instructional time and informal assessments. The assignment of test proctor is also given serious consideration when ELLs are assessed. Specifically there is always an ESL or Bilingual pedagogue assigned to each testing room. In addition, training opportunities for teachers and proctors are sought out at local and regional meetings to learn about strategies to assess ELLs. All special education students are given both grade level appropriate and functional materials. The material that is used in the classroom is then adapted and modified by the teacher to meet the accommodations that are stated in their IEP.

Academic Rigor is sustained as students participate in an instructional program that is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. The core curriculum is implemented using Ramp-up and the Balanced Literacy approach to enhance comprehension and language development. Students are grouped homogenously for targeted areas of instruction according to the LAB-R and NYSESLAT results. Students participate in small group instruction in an effort to provide opportunity for explicit skills instruction for certain tasks and to differentiate the instruction. Students participate regularly in instructional tasks that guide the production of language in oral, verbal and written form. Students make use of our state of arts humanities research lab. The use of technology enhances the core curriculum and provides students with opportunities for individual practice. Teachers at grade level meet weekly in order to review student data and to plan for academic intervention services for all students who are in need of additional assistance so as to meet state standards of performance. Additional programs to be offered include Project LEAD (Language Education through Arts and Drama) in conjunction with Lincoln Center. This program is conducted with the cooperation and input of the classroom instructor and is incorporated into the curriculum on a weekly basis. In addition to the regular curriculum and supplemental curriculum, all classrooms used for ESL instruction are equipped with Smartboard technology and computer labs are available and incorporated into lesson planning and delivery.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our teachers have been provided professional development in ESL strategies, methodologies and second language acquisition and instructional scaffolding techniques based on teacher and student needs. In addition our common preparation period has served as forum for teachers to share best practices and to support individual teacher growth as well as to build community.

Our primary goal for professional development is to ensure that all Faculty is engaged in professional discourse and learning. Our on-going two days per week PD includes: Assessment, Lesson planning, Effective group work, Infusing Literacy across the curriculum, The Principles of Learning, NY State Standards and daily instruction, Co-teaching, Use of technology, Project Based Learning, Differentiated Instruction for the ESL and EIP students, Creating and Understanding Rubrics, Creating a positive text rich classroom environment. Both ESL teachers continue to receive ongoing training in Q-TEL in order to address the needs of our LEP population. In addition we have conducted training sessions in the administration and interpretation of the NYSESLAT. ESL teachers will work with grade level classroom colleagues on a weekly basis in order to assist them in using appropriate strategies for subject area teachers to address the learning needs and styles of ELL's.

Staff Development, 2010-2011 activities:

Ramp-up

QTELL

NYSESLAT training

Understanding by Design

Developing Differentiated Instruction strategies for English Language Learners (monthly professional development sessions)

Weekly grade level conferencing

Departmental planning for Academic Intervention Services and student outreach. Sign in sheets and records are maintained at the school.

E. Parental Involvement

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

As an integral part of our ESL program parents receive a detailed orientation to provide a clear understanding of program models and option that will best support the learning needs of their children. In addition, the parent coordinator implements and provides parent workshops strengthen home-school partnerships. Furthermore, the parents of ELL students are active members of our PTA and regularly attend meeting and participate in PTA sponsored activities. The parents of our level 1 and 2 ESL students participate in the parent component of our Saturday program. We partner with Lincoln Center for the LEAD program and with ENACT. Parents involvement policy follows: Belmont Preparatory High School agrees to implement the following statutory requirements:

o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

o The school will incorporate this parental involvement policy into its school improvement plan.

o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

§ that parents play an integral role in assisting their child's learning;

§ that parents are encouraged to be actively involved in their child's education at school;

§ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

§ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource

Center in the State.

1. Belmont Preparatory High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- v PA Meetings
- v SLT Meetings

2. Belmont Preparatory High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- v PA Meetings
- v SLT Meetings

3. Belmont Preparatory High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- v Saturday Programs
- v Informal Sessions
- v Open School Night
- v Award Ceremony

4. Belmont Preparatory High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

v The aforementioned meeting and conferences, the personnel responsible for conducting these meetings include: Principal, Guidance Counselor, Parent Coordinator and Family Worker. Parents will share their views at these forums in an effort to reverse, if necessary, the aforementioned Parent Involvement Policy.

5. Belmont Preparatory High School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the following actions. These topics will be addressed at Orientations, PTA Meetings, SLT Meetings, and case conferences with appropriate personnel.

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

b. The school will provide materials and training to help parents work with their children to improve their childrens academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, Principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with all applicable Title I Funding and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

e. The school will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support

their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

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

o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	Part V: Assessment Analysis								
8									
NYSAA Bilingual Spe Ed									0

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0
WRITING	A						4	4	6

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	15		4	
Math	32		17	
Math				
Biology				
Chemistry				
Earth Science	10		9	
Living Environment	20		13	
Physics				
Global History and Geography	24		16	
US History and Government	14		6	
Foreign Language	18		18	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?

data, are collected and analyzed periodically and systematically. As a result of this data collection we effectively use a variety of sources to make decisions to guide our work with students and teachers.

In addition we continue to make use of Scantron Performance Series and Acuity Periodic Assessment in Mathematics and English Language Arts for 9th and 10th grade students. Furthermore, we now use School Island to assess 9th and 10th grade students in Integrated Algebra and the sciences. This assessment has informed the teachers, enabling them to address students' needs with higher level of differentiation. Additionally, over the course of the past year we have revised our academic intervention program in order to better identify students who fall within the lowest third and provide them services to address these deficiencies.

As of the 2010-11 school year we have implemented a school-wide periodic and interim assessment program which measures student progress based on subject and grade specific exams corresponding to statewide standards and directed towards preparing students to successfully complete Regents examinations. Student data from these interim and periodic assessments are collected and shared with teachers who, working collaboratively modify subject curricula and create individualized student intervention strategies in order to move students towards overall learning goals.

Additionally, at the school level the data we have collected has allowed us to evaluate the effectiveness of programs as well as provided valuable information for programming students and differentiate instruction. In addition we have used aggregated data to establish new program initiatives and targeted academic intervention services as part of the academic and extracurricular school day such as our daily PM school/Tutoring and Saturday programs.

Comparative scholarship using STARS/HSST data reveals that overall scholarship has remained approximately the same from 2008-2009 academic year, 82 ± 1 %. While scholarship in grade 10 increased significantly from 73% in June 2009 to 80% in June 2010, grade 11 showed a 7% decrease from 89% to 83%. Grades 9 and 12 did not show any significant changes. In the 9th grade, we continue to provide students with targeted academic assistance, as well as literacy and mathematics labs to improve the basic skills of level 1 and low 2 students. Literacy and Mathematics basic skills are assessed using 8th grade exam scores as baseline and/or Scantron Performance testing data. Progress is monitored using Scantron Performance, Acuity and departmental uniform periodic assessment tools. Targeted academic intervention will be provided for our current struggling 12th graders to ensure their progress.

Progress Report Data for the 2009-2010 school year shows that the percent of students in their first and second year of High School increased by 4 percent points whereas the percent of students earning 10 or more credits in their third year of High School decrease by the same amount. These results corroborate the scholarship data results listed above, and emphasize the need for 12th grade targeted assistance.

Additionally, a further review of NCLB AYP report indicates that the Hispanic subgroup continues to lag behind other groups in terms of progress in English Language Arts. In order to address this discrepancy, we have implemented certain intervention strategies. Lower level ESL students have been provided with intensive ESL instruction three periods per day in addition to dual language Spanish/ English instruction in mathematics and social studies. Additionally, ESL students are provided with an intensive Saturday instructional program in cooperation with Fordham University. Further assistance is provided to this group during after school hours and during our 4th period academic intervention program.

The Regents passing rate of the 2010 graduating cohort was higher than the passing rate of the 2009 graduating cohort in every subject area. Considerable gains were observed in Science, Global History and US History with gains near a 20% increase. Lesser gains were observed in Math and ELA. However, while these results are exciting and promising, we have also observed a decrease in the percent of the students scoring 75 and above in all Regents. Significant decreases were observed in Math, ELA and US History where the percent of students scoring 75 and above have decreased by 10, 12 and 17 percent respectively.

At the individual student level in addition to our periodic assessments referred to above, we use online periodic assessment tools to provide us with interim data. This data in combination with teachers' anecdotal progress reports have been effective in improving scholarship in the ninth and tenth grades. In summary:

- We continue to collect and monitor progress data in science and math on an ongoing basis. This program was phased in at the beginning of the 2008-09 school year and continues to provide us with important data for school improvement efforts.
- We have released ACUITY Online periodic assessment tool in ELA and Integrated Algebra for all grade levels and Pearson Interim Assessment Instrument for all ELL students.

All incoming 9th grade students are assessed in early September in reading and mathematics in order to establish baseline data. We have studied past trends in order to allow for current and future progress. We continue to implement our Living Environ/ELA literacy model of excellence. This model makes use of individual student data taken from past ELA State Assessment, Acuity, Scantron Performance assessment and Teacher anecdotal data.

We continue to have a strong culture of professionalism in which we are able to use our respective areas of expertise to analyze and critique data presented during our “Date with Data” initiatives, Cabinet Meetings, Professional Development, Common planning, and informal as well as formal meetings with staff members who represent our targeted population.

We have also been fortunate to work closely with our CFN team so as to inform our staff of best practices, strategies and resources available on order to help them help our students to achieve.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

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