



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BELMONT PREPARATORY HIGH SCHOOL

DBN: 10x434

PRINCIPAL: STEPHEN J GUMBS

EMAIL: SGUMBS2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Stephen J Gumbs	*Principal or Designee	
Scott Rowan	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Sara Rodriguez	DC 37 Representative, if applicable	
CanJenea Betances Christian Torres	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Keira Arias	Member/	
	Member/ Title I Representative	
Marc A Pascente	Member/	
	Member/	

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- **Develop, improve, and implement ELA subject tasks aligned to Common Core Learning Standards for Literacy.**

Comprehensive needs assessment

- To fulfill the mandates of the DOE, New York State, and national expectations surrounding implementation of Common Core Learning Standards for Literacy.
- Our inquiry team has identified implementation of CCLS in ELA as a high priority in part due to the stagnation of ELA Regents scores during the 2011-12 school year.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- Training will take place during monthly professional development opportunities. We will focus on lesson “Aims” and outcomes as we work to improve student ability to demonstrate mastery in presenting persuasive arguments in tasks across the curriculum. The work of Hayes and Marshall will serve as foundational points, but will be adjusted in order to align with citywide instructional expectations.

September 2012

- Share the DOE expectation with staff during professional development sessions
- Identify the liaisons that will attend year-long PD around the CCLS provided by New Visions
- All staff will administer baseline assessments in ELA
- Develop scheduled time for staff to meet in small groups with the liaison to further deepen their knowledge of CCLS
- All ELA teachers will produce four tasks aligned to CCLS beginning in September 2012 and continuing throughout the school year.

October-December 2012

- Teachers will be provided with the opportunity to develop, showcase, and edit tasks. Teachers will have the opportunity during weekly common planning sessions to reflect on tasks, share tasks, and to refine activities.
- Teachers will continue to refine units and modify tasks. Tasks will be posted on the school website so that parents have a greater sense of expectations.
- Administration will provide teachers will meaningful feedback through a review of CCLS tasks, classroom observations, and individual conferences.

January- February 2013

- Teachers will continue to assess and evaluate student progress and refine tasks and units as necessary. First semester progress will be used in order to determine any changes necessary.

March-June 2013

- Cycle repeats and continue as above

Strategies to increase parental involvement

- All materials to be posted on www.belmontprep.org website in order that parents can have a clear sense of what is expected of their children.
- School will conduct parent workshops in coordination with our parent association in order to acquaint parents with common core standards and the implications on Belmont curriculum.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Fair Student Funding, tax levy will be used in order to provide opportunities for teachers to work in cooperative learning groups on a per-session basis in order to craft Curriculum Maps aligned to the CCLS. Teachers of Special Education will be provided with support in order to modify curricula for special needs learners.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **Develop, improve, and implement mathematics subject tasks aligned to Common Core Learning Standards for Mathematics.**

Comprehensive needs assessment

- To fulfill the mandates of the DOE, New York State, and national expectations surrounding implementation of Common Core Learning Standards for Mathematics
- Our inquiry team has identified implementation of CCLS in ELA as a high priority in part due to the stagnation of ELA Regents scores during the 2011-12 school year.

Instructional strategies/activities

- Training will take place during monthly professional development opportunities. We will focus on lesson “Aims” and outcomes as we work to improve student ability to demonstrate mastery in presenting persuasive arguments in tasks across the curriculum. The work of Hayes and Marshall will serve as foundational points, but will be adjusted in order to align with citywide instructional expectations.

September 2012

- Share the DOE expectation with staff during professional development sessions
- Identify the liaisons that will attend year-long PD around the CCLS provided by New Visions
- All staff will administer baseline assessments in mathematics courses
- Develop scheduled time for staff to meet in small groups with the liaison to further deepen their knowledge of CCLS
- All mathematics teachers will produce four tasks aligned to CCLS beginning in September 2012 and continuing throughout the school year.

October-December 2012

- Teachers will be provided with the opportunity to develop, showcase, and edit tasks. Teachers will have the opportunity during weekly common planning sessions to reflect on tasks, share tasks, and to refine activities.
- Teachers will continue to refine units and modify tasks. Tasks will be posted on the school website so that parents have a greater sense of expectations.
- Administration will provide meaningful feedback through a review of CCLS tasks, classroom observations, and individual conferences.

January- February 2013

- Teachers will continue to assess and evaluate student progress and refine tasks and units as necessary. First semester progress will be used in order to determine any changes necessary.

March-June 2013

- Cycle repeats and continue as above

Strategies to increase parental involvement

- All materials to be posted on www.belmontprep.org website in order that parents can have a clear sense of what is expected of their children.
- School will conduct parent workshops in coordination with our parent association in order to acquaint parents with common core standards and the implications on Belmont curriculum and student learning outcomes.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Fair Student Funding, tax levy will be used in order to provide opportunities for teachers to work in cooperative learning groups on a per-session basis in order to craft Curriculum Maps aligned to the CCLS. Teachers of Special Education will be provided with support in order to modify curricula for special needs learners.
- OTPS to be used to upgrade student graphing calculators and implement "Navigator" program which will allow teachers to directly monitor via a laptop computer, student progress on common assessments and to pinpoint and diagnose areas of difficulty

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **Strengthen the college going culture by improving the manner in which students gain access to information about post-secondary educational options and plans through regular college-awareness activities beginning in the ninth grade.**

Comprehensive needs assessment

The need is based on the school-wide survey results and to improve student performance on the college readiness metrics specifically geared towards the annual school-wide performance review based on college preparatory course index, four year college readiness index, and post-secondary enrollment rate. Furthermore, over the course of the past three years fewer than 30 percent of Belmont Seniors have applied for early college admission. It is our desire that by continuing to foster a culture of college awareness beginning in ninth grade, we will increase the numbers of students who apply for early admission to colleges and universities and who are successful in post-secondary educational settings.

Instructional strategies/activities

- In order to increase the level of post-secondary college enrollment among ELL's and Special Education groups a third guidance counselor has been hired to work with these populations specifically towards transitional activities
- September 2012-May 2013, Bronx Community College, College Now Program
- Three college courses offered each semester for 10th grade, 11th grade, and 12th grade through BCC.
- Continued collaboration with Bronx Community College and Fordham University Science Technology Education Program (STEP)
- September-May Guidance Counselor led seminars beginning with ninth grade college information seminars
- College trips and tours for eligible tenth, and eleventh grade students
- Maintain current number of AP courses

Strategies to increase parental involvement

Parent Seminars will be conducted four times per year with the following themes:

1. How to foster a college going culture in the home.
 2. How to help your child select the right college
 3. Paying for college- scholarships and grants
 4. Navigating the college application process
- A financing guide for colleges and universities

Budget and resources alignment

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

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

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Per-session activities surrounding College Now program and STEP program will be funded through Fair Student Funding in order to provide for college advisor to monitor student progress in courses and to provide early guidance intervention for struggling students.
- Title I funding will be used to support parent outreach programs.
- Title III funding will assist in providing college forums for ELL's and parents.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- To increase teacher effectiveness through the utilization of the Danielson Model for Teacher Effectiveness. By June 2013, all teachers will have been observed a minimum of six times (mini-observations, three per semester) and two formal observations.

Comprehensive needs assessment

- To continue to provide teachers with meaningful support in alignment with CCLS and expectations as informed by the Danielson Model of Teacher Effectiveness for the purpose of increasing student performance and educational outcomes.

Instructional strategies/activities

September 2012

- Share with staff Citywide Instructional Expectations for 2012-13, Teacher Competencies.
- Observations and areas of focus based on rubrics aligned to CCLS and Danielson framework
- The Principal will conduct individual meetings with all staff in order to outline instructional expectations for the school year and professional goals for each individual teacher.

October-December 2012

- Teachers will observe one another and provide meaningful feedback for individual lessons and units.
- Teachers will develop and modify unit plans aligned to CCLS
- Lessons rated as unsatisfactory will result in weekly teacher meetings with administrative personnel which will focus on improving deficiencies in the context of the Citywide Instructional Expectations, Teacher Competencies.

January 2013

- All teachers will have been observed a minimum of three times (mini-observations) and one full observation.

February –June 2013

- Cycle repeats

Strategies to increase parental involvement

- Using SKEDULA/ Datacation, parents will receive access to individual student subject grades on a daily basis. Parents will be able to communicate directly with teachers through SKEDULA as important issues arise. Course assignments will be posted online daily using SKEDULA. Homework assignments will be readily available to parents through the internet.
- Monthly Parent Association Meetings.
- Title I and Title III Parent Meetings

Budget and resources alignment

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

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

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Fair Student Funding, tax levy will be used in order to provide opportunities for teachers to work in cooperative learning groups on a per-session basis in order to craft Curriculum Maps aligned to the CCLS. Teachers of Special Education will be provided with support in order to modify curricula for special needs learners.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA		Small Group Tutoring, twice per week	During school day and after school
Mathematics		Small Group Tutoring, Twice per week	During school day and after school
Science		Small Group Tutoring, Twice per week	During school day and after school
Social Studies		Small Group Tutoring, Twice per week	During school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Belmont Preparatory High School will continue to work through the New York City Teaching Fellows, Math for America, Fordham University, and the City of New York Office of Teacher Recruitment to ensure that we attract the best qualified teachers available. Title I funds will be used in order to provide training for any pedagogues who may not be “highly qualified”. Each new teacher will be provided with a teacher mentor.

The school will continue to conduct monthly common planning sessions during which members of the administrative staff and teacher leaders will present topics including, “Creating Text Dependent Questions”, “Improving Questioning Techniques,” “The Socratic Seminar,” and “Aligning Lessons to the Common Core Standards.” We will continue to provide teachers with common planning time where they will plan thematic units or coordinate the learning experiences for all students in a specific subject area. Common planning will include teachers of students with special needs and teachers of ESL so that curricula can be modified for ELL’s and students with special needs.

Additionally, teachers will be selected to participate in CCLS training provided by the CFN. These teachers in Math and Literacy will present the materials during common professional development sessions.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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 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:

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

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 2012-13.

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	

SCHOOL-PARENT COMPACT

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/Lawrence Block	District 10	Borough Bronx	School Number 434
School Name Belmont Preparatory High School			

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

Principal Stephen J. Eumbs	Assistant Principal Marc Pascente/Bayardo Carvajal
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Sally Bonilla
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Keira Arias
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	5
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	405	Total Number of ELLs	46	ELLs as share of total student population (%)	11.36%
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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. 

Upon admission at BPHS, parents/guardians are given the home language survey in their prefer language. At this time our guidance counselor Ms. Bonilla conducts the informal oral interview in English and if needed in Spanish. The results of the survey and the interview are reviewed by the assistant principal. Following the initial interview students are administered the LAB-R exam if necessary. The exam is administered by an ESL teacher. All ELLs are evaluated annually with the NYSESLAT. The NYSESLAT administration process :

Order exams based on number of ELL students, calendar the exam dates, send letters to parents and subject area teachers informing them of the dates, train teachers in the administration and grading, administer all components of the exam within the exam administration window, schedule make up sessions, grade written components. Students are selected based on NYSESLAT eligibility as indicated in ATS.

Upon initial identification parents are given the pertinent documentation and asked to make an informed program choice. Outreach to parents is ongoing and parents busy schedules are accommodated to ensure that program selection form are completed. At this point we ensure that a HLIS is completed, signed and filed. The process is finalized with the entitlement letter. Identified ELL students are placed in ESL as a result of parent choice. This decision is communicated to parents in their language of choice. Over the passed two years parents have selected ESL as their first program of choice. As a result of parent program choice BPHS only offers a free standing ESL program at this point. Identified students are administered the LAB and the Spanish LAB within 10 school days of admission.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										18	14	8	6	46
Total	0	0	0	0	0	0	0	0	0	18	14	8	6	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	6
SIFE		ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	13

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	14	9	1	19	6	2	13		3	46
Total	14	9	1	19	6	2	13	0	3	46

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										16	14	7	6	43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian												1		1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	18	14	8	6	46								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

BPHS organizational model is departmentalized. Our ESL students are programmed following a grade level heterogenous block for the 9th and 10th grade. Upper grade students are grouped heterogenous in ungraded ESL classes. Staff is organized and scheduled strategically to ensure that all ELL students received their mandated ESL, ELA and NLA instructional periods in compliance with CR Part-154. Beginner students receive over 540 minutes of instruction, intermediate students receive over 360 minutes of instruction and advanced students receive 180 minutes of ESL instruction and 180 Minutes of ELA per week. Content area instruction is delivered by content area licensed teachers in the target language using ESL methodologies and techniques such as QTELL and sheltered English. Our organizational model allows for common planning and collaborative inquiry periods between ESL and content area teachers. During

A. Programming and Scheduling Information

collaborative inquiry teams students look at periodic assessment data to isolate area of student need and develop instructional strategies to target deficiencies and differentiate instruction through the use of scaffolding, and amplification of content. Our ninth grade students participate in a science literacy course with a push in science teacher. All ninth grade students take Living Environment regardless of proficiency level the ESL teacher pushes into the Living Environment Lab to provide support to Beginning level students. Our ESL teachers work collaboratively with ELA teachers to ensure implementation of the Common Core Learning Standard for ELA in the ESL classroom. They work together to develop Unit plans are designed to be engaging, with clarity of purpose and to promote higher order thinking skills in students, embedded in Mike Schmoker's theory. ESL and ELA instructional models use the EMC series at each grade level, "Literature and the Language Arts" and "The American Tradition", to develop their reading, writing, oral and listening skills through the use of read aloud, shared-reading, independent reading time, sentence structure, reflective writing activities. In addition, our students study the works of The Outsiders, Monster, Piri Thomas, Down these Mean Streets ; Ernesto Quinonez's Bodega Dreams and Boricua, William Shakespeare, as well as a compilation of selected short stories, essays, poetry, letters and speeches. Instructional units focus on exploring essential questions through the lens of our school wide goal of developing persuasive writing, and speaking skills rooted in a deep understanding and analysis of complex text.

In order to evaluate students in their native language, newly admitted Spanish speaking students are provided with the Spanish Lab-R assessment upon entrance. In addition, students are afforded the opportunity to take Regents and/or LOTE exams in all available language. BPHS offers groups of ELL students different opportunities to accelerate language acquisition as well as their academic progress and social development. Our newcomers with fewer than three years in the country and or at the beginning level of language development and or SIFE status, are provided with the opportunity to attend a Saturday Academy Biliteracy Enrichment program, which takes place in the Spring. This intensive program focuses on content area native language development reflective of Fall student performance data as well as reading, writing, oral and listening target language development. ELL students receiving 4 or more years of service are offered academic intervention services in order to prepare them for the rigor of the ELA Regents.

Courses Taught in Languages Other than English ⓘ

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

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

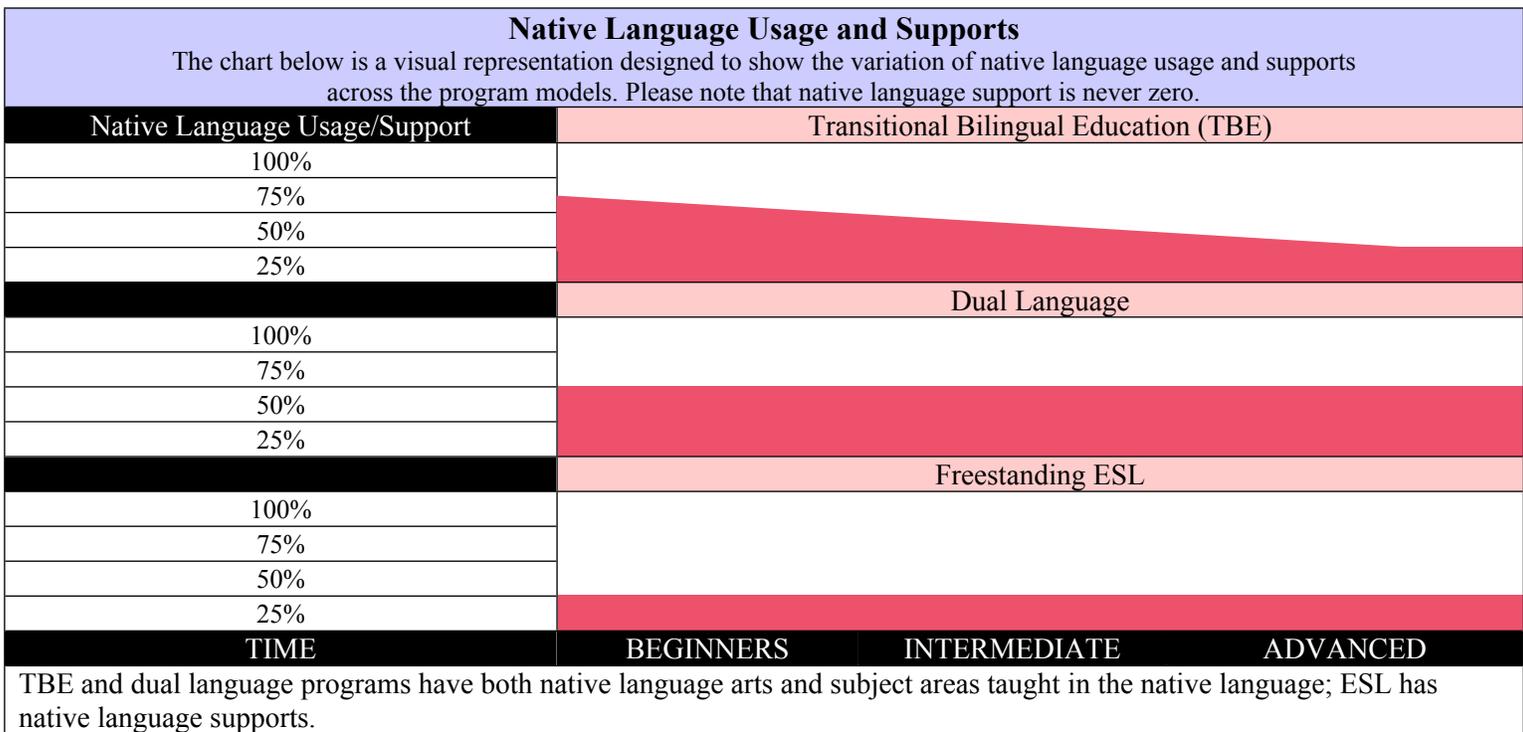
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
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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

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

BPHS Targeted Intervention Program Model focuses on helping ELLs meet the NYS graduation requirements. Ninth grade ELLs at all levels of language proficiency are targeted for Science, Literacy and Mathematics. All ninth grader are provided with a dedicated science literacy class conducted by the ESL teacher with the support of a licensed science teacher push-in. All ninth grade students are provided with an ESL teacher push-in during science lab. The science teacher and the ESL teacher work collaboratively to design lab groups of students based on the demands of the task and the students level of language fluency and aptitude for science. Students in need of improvement are targeted for academic intervention services in science twice a week and in math twice a week . Math, science and ESL teachers collaborate to provide students with the right tools to help them succede in these areas. History is targeted in the 10th and 11th grade and ELA is targeted in the 11th and 12th grade. Targeted students in the upper grades participate in our targeted tutoring program twice or four times a week based on a needs assessment. Services are provided in the target language with native language support as needed. ELL instruction is supported across all content areas through the use of technology, classrooms are equipped with smartboards, document cameras, mobile computer labs, and audio visual equipment such as cameras, video cameras, and tape recorders upon request. Teachers incorporate the use of available technology into their units and as part of special projects.

Our plan for transitional support includes providing proficient students with additional ESL services if deemed necessary. In addition, testing accommodations including extended time use of translated versions of exams, use of English-Native Language dictionaries and native language glossaries. ELL students participate in all aspects of our school community including academic, recreational , social and cultural events. Students participate in tutoring, elective courses, extracurricular activities, trips, advance placement courses, college now courses. Our annul ELL Philadelphia and Washington DC trips are a success every year. During these trips ELL students are able to experience and develop a better understanding of United States history and its values. In addition, our 10th and 11th grade ELL students have the opportunity to participate in the ELL College Bound Saturday Program at Fordham Universtity. As part of this program students are engaged on various tasks related to the college application process. Newly enrolled ELL students are given the opportunity to participate in a summer bridge program before the beginning of their ninth grade. The purpose of this program is to acclimate newly admittted students to the school culture and community while providing them a jump start to their academic development at BPHS. We offer Spanish as a native language from beginning to Advance Placement Language and Literature to all Spanish Speaking ELL students and Spanisch as a foreign language to all non-Spanish Speaking ELLs. In the past we have also offered, French and Japanese as a foreign language, these programs are subject to student interest and request.

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, 2011-2012 activities:

Common Core Learning Standards for English Language Arts

Common Core Learning Standards for Mathematics

Common Core Learning Standards for Science and Social Studies

Depth of Knowledge

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.ns

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:

- 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 children's 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;

o 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;

o 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;

o training parents to enhance the involvement of other parents;

o 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;

o adopting and implementing model approaches to improving parental involvement;

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

o 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.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	6			9
Intermediate(I)										5	6	6	1	18
Advanced (A)										10	2	2	5	19
Total	0	0	0	0	0	0	0	0	0	18	14	8	6	46

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		6	
Integrated Algebra	27		14	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	5		2	
Living Environment	13		8	
Physics				
Global History and Geography	15		7	
US History and Government	6		3	
Foreign Language	6		6	
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?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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.

We continue to 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 last

academic year. 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

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.

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.

Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

Language Allocation Policy and Translation and Interpretation Review Tool

Borough: Bronx District: 10 School Number: 434 School Name: Belmont Preparatory

NOTE: Pink sections indicate suggestion or reminder

Check here if 2010-11 LAP Form was not submitted. (Only 2010-11 LAP Form will be accepted.)

Download at <http://schools.nyc.gov/academics/ELL/keydocuments/language+allocation+policy.htm>

LAP Section	Feedback
Part I: School ELL Profile	
A. Language Allocation Policy Team Composition	<input checked="" type="checkbox"/> <i>No revisions.</i>
	The following information is not included and/or requires revision:
	<input type="checkbox"/> Key LAP team members reflect the composition of the school community. Select one if necessary Other Select one if necessary Other
B. Teacher Qualifications	<input checked="" type="checkbox"/> <i>No revisions.</i>
	The following information is not included and/or requires revision (certified teachers refers to those staff members presently serving ELLs):
	<input type="checkbox"/> Number of Certified ESL Teachers # of certified ESL teachers not indicated. Other
	<input type="checkbox"/> Number of Certified Bilingual Teachers Select one if necessary Other
	<input type="checkbox"/> Number of Certified Foreign Language Teachers who are teaching Native Language Arts. Select one if necessary Other
	<input type="checkbox"/> Number of Content Area Teachers with Bilingual Extensions Select one if necessary Other
<input type="checkbox"/> Number of Special Ed. Teachers with Bilingual Extensions Select one if necessary Other	

	<input type="checkbox"/> Number of Teachers of ELLs without ESL/Bilingual Certification Select one if necessary Other
C. School Demographics	<input checked="" type="checkbox"/> <i>No revisions.</i>
	The following information is not included and/or requires revision:
	<input type="checkbox"/> Total Number of Students in School Select one if necessary Other
	<input type="checkbox"/> Total Number of ELLs Select one if necessary Other
	<input type="checkbox"/> ELLs as Share of Total Student Population (%) Select one if necessary Other
Part II: ELL Identification Process	
	<input type="checkbox"/> <i>No revisions.</i>
	The following information is not included and/or requires revision:
	<input checked="" type="checkbox"/> A description of steps to initially identify students who may be ELLs. These steps must include administering the Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language, and the Language Assessment Battery-Revised (LAB-R). Required section was not completed. Other Select one if necessary Other Select one if necessary Other Select one if necessary Other
	For a description on the identification process including the HLIS and oral interview, refer to EPIC Facilitator's Guide . The ELL Identification Process must be completed within 10 school days of initial enrollment as per CR Part 154.
	<input checked="" type="checkbox"/> The pedagogue(s) who is/are responsible (including their qualifications) for conducting the initial screening, and administering the HLIS and the LAB-R (if necessary). Required section was not completed. Other Select one if necessary Other Select one if necessary Other Select one if necessary Other
	ELL Identification Process must be completed by a licensed pedagogue. Translation services must be available during ELL Identification Process.
	<input checked="" type="checkbox"/> A description of the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). Required section was not completed. Other

	<p>Select one if necessary Other</p>
	<p><input checked="" type="checkbox"/> A description of the structures that are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL) including the process, outreach plan and timelines. Required section was not completed. Other Select one if necessary Other Select one if necessary Other</p>
<p>For a description of the three program choices, see page 5 of LAP Guidelines.</p>	
	<p><input checked="" type="checkbox"/> A description of how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. Required section was not completed. Other Select one if necessary Other</p>
	<p><input checked="" type="checkbox"/> A description of the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; this description also includes any consultation/communication activities with parents in their native language. Required section was not completed. Other Select one if necessary Other</p>
<p>All parent-related documents can be found in the ELL Parent Information Case.</p>	
	<p><input checked="" type="checkbox"/> A description of the trend in program choices that parents have requested after reviewing the Parent Survey and Program Selection forms for the past few years; numbers are provided. Required section was not completed. Other Select one if necessary Other Select one if necessary Other</p>
<p>Use HIBE in ATS; surveys should be available at school for review.</p>	
	<p><input checked="" type="checkbox"/> A description of how the program models offered at your school are aligned with parent requests. If not, an explanation of why not. Required section was not completed. Other Select one if necessary Other</p>
<p>Use HIBE in ATS; surveys should be available at school for review.</p>	
	<p><input checked="" type="checkbox"/> An explanation of how you will build alignment between parent choice and program offerings as well as a description of specific steps underway. Required section was not completed. Other</p>
<p>Part III: ELL Demographics</p>	
<p>A. ELL Programs</p>	<p><input checked="" type="checkbox"/> <i>No revisions.</i></p>

	<p>The following information is not included and/or requires revision:</p> <p><input type="checkbox"/> All grades served by this school, including ELLs and EPs (English proficient students). Select one if necessary Other</p> <p><input type="checkbox"/> Number of classes of TBE, dual language and ESL by grade. Select one if necessary Other</p> <p><input type="checkbox"/> Number of students in TBE by grade Select one if necessary Other</p> <p><input type="checkbox"/> Number of students in Dual Language by grade Select one if necessary Other</p> <p><input type="checkbox"/> Number of students in ESL self-contained by grade Select one if necessary Other</p> <p><input type="checkbox"/> Number of students in ESL push-in/pull-out by grade Select one if necessary Other</p>
<p>B. ELL Years of Service and Programs and ELLs by Subgroup</p>	<p><input checked="" type="checkbox"/> No revisions.</p> <p>The following information is not included and/or requires revision:</p> <p><input type="checkbox"/> Number of All ELLs <input type="checkbox"/> Number of SIFE <input type="checkbox"/> Number of newcomers <input type="checkbox"/> Number of ELLs in years 4-6 <input type="checkbox"/> Number of ELLs in special education <input type="checkbox"/> Number of long-term ELLs <input type="checkbox"/> Breakdown of number of ELLs by subgroups and years of service Select one if necessary Other</p> <p>Use RYOS in ATS to help determine number of years of service for ELLs.</p>
<p>C. Home Language Breakdown and ELL Programs</p>	<p><input checked="" type="checkbox"/> No revisions.</p> <p>The following information is not included and/or requires revision:</p> <p>TBE <input type="checkbox"/> Breakdown of number of ELLs in TBE by grade and language. Select one if necessary Other Select one if necessary Other</p>

	<p><u>Dual Language</u></p> <p><input type="checkbox"/> Breakdown of number of ELLs in Dual Language by grade and language.</p> <p><input type="checkbox"/> Number of bilingual students fluent in both languages.</p> <p><input type="checkbox"/> Number of third language speakers.</p> <p><input type="checkbox"/> Ethnic breakdown of number of English Proficient(EPs) students in Dual Language.</p> <p>Select one if necessary Other</p> <p>Select one if necessary Other</p>
	<p><u>ESL</u></p> <p><input type="checkbox"/> Breakdown of number of ELLs in ESL by grade and language.</p> <p>Select one if necessary Other</p>

Part IV: ELL Programming

A and B. Programming and Scheduling Information	<p><input type="checkbox"/> <i>No revisions.</i></p>
	The following information is not included and/or requires revision:
	<p><input type="checkbox"/> A description of how instruction is delivered.</p> <p>Select one if necessary Other</p> <p>Select one if necessary Other</p>
	For a description on how instruction is delivered in each of the three programs, see pages 5 to 9 of the LAP Guidelines . For a chart on recommended language use for TBE programs, see recommended language usage handout .
	<p><input type="checkbox"/> A description of the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained).</p> <p>Select one if necessary Other</p> <p>Select one if necessary Other</p>
	<p><input type="checkbox"/> A description of 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]).</p> <p>Select one if necessary Other</p> <p>Select one if necessary Other</p>
	For program models and schedules, see pages 13 to 24 of the LAP Guidelines .
	<p><input type="checkbox"/> An explanation of how the organization of your staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL).</p> <p>Select one if necessary Other</p> <p>Select one if necessary Other</p>
	For number of units for each program model, see page 14 of LAP Guidelines .

	<p><input type="checkbox"/> An explanation of how explicit ESL, ELA, and NLA instructional minutes are delivered in each program model as per CR Part 154. Select one if necessary Other Select one if necessary Other Select one if necessary Other</p>
<p>See a list of NYS regulations including CR Part 154.</p>	
<p><input type="checkbox"/> A description of how the content areas are delivered in each program model. <input type="checkbox"/> A description of language, instructional approaches and methods used to make content comprehensible to enrich language development are explained. Select one if necessary Other Select one if necessary Other Select one if necessary Other</p>	
<p><input checked="" type="checkbox"/> An overall description of how you differentiate instruction for ELL subgroups. Describe differentiation for all subgroups Other</p>	
<p><input checked="" type="checkbox"/> An explanation of your instructional plan for SIFE. Required section was not completed. Other</p>	
<p>See description of SIFE at ...</p>	
<p><input checked="" type="checkbox"/> A description of your plan for ELLs in US schools less than three years (newcomers). Required section was not completed. Other</p>	
<p><input checked="" type="checkbox"/> A description of your plan for ELLs receiving service 4 to 6 years. Required section was not completed. Other</p>	
<p><input checked="" type="checkbox"/> A description of your plan for Long-Term ELLs (completed 6 years). Required section was not completed. Other</p>	
<p><input checked="" type="checkbox"/> A description of your plan for ELLs identified as students with disabilities. Required section was not completed. Other</p>	
<p><input checked="" type="checkbox"/> An explanation of your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). <input checked="" type="checkbox"/> The range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Required section was not completed. Other</p>	
<p><input checked="" type="checkbox"/> A description of your plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT. Required section was not completed. Other</p>	
<p>Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to a State memo.</p>	

	<input checked="" type="checkbox"/> A description of new programs or improvements that will be considered for the upcoming school year. Required section was not completed. Other Select one if necessary Other
	<input checked="" type="checkbox"/> A rationale for programs/services for ELLs that will be discontinued. Required section was not completed. Other
	<input checked="" type="checkbox"/> A description of how ELLs are afforded equal access to all school programs. Description requires further explanation. Other Select one if necessary Other Select one if necessary Other Select one if necessary Other
	<input checked="" type="checkbox"/> A description of after school and supplemental services offered to ELLs in your building. Description requires further explanation. Other Select one if necessary Other
	<input checked="" type="checkbox"/> The instructional materials, including technology, that are used to support ELLs; materials for each subgroup is included. Required section was not completed. Other Select one if necessary Other
	<input checked="" type="checkbox"/> The content area instructional materials as well as language materials that are used to support ELLs. Required section was not completed. Other Select one if necessary Other
	<input checked="" type="checkbox"/> A description of how native language support is delivered in each program model (TBE, Dual Language, and ESL). Required section was not completed. Other Select one if necessary Other
	<input checked="" type="checkbox"/> An explanation of how required services support, and resources correspond to ELLs' ages and grade levels. If not, an explanation of why not. Description requires further explanation. Other
	<input checked="" type="checkbox"/> A description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. Required section was not completed. Other
C. Schools with Dual Language Programs	<input type="checkbox"/> No revisions. The following information is not included and/or requires revision: <input type="checkbox"/> A description of how much time (%) the target language is used for EPs and ELLs in each grade. Select one if necessary Other

	<input type="checkbox"/> A description of how much of the instructional day EPs and ELLs are integrated. Select one if necessary Other															
	<input type="checkbox"/> A description of which content areas are taught separately. Select one if necessary Other															
	<input type="checkbox"/> A description of how language is separated for instruction (time, subject, teacher, theme). Select one if necessary Other															
	<input type="checkbox"/> Specification of the Dual Language model used (side-by-side, self-contained, other). Select one if necessary Other															
	<input type="checkbox"/> Specification of whether emergent literacy is taught in child’s native language first (sequential), or both languages taught at the same time (simultaneous). Select one if necessary Other															
D. Professional Development and Support for School Staff	<input type="checkbox"/> No revisions.															
	The following information is not included and/or requires revision:															
	<input checked="" type="checkbox"/> A description of the professional development plan for all personnel who work with ELLs.															
	The following personnel were not specified in the LAP as involved in receiving professional development:															
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Assistant principals</td> <td style="width: 33%;"><input type="checkbox"/> Bilingual teachers</td> <td style="width: 33%;"><input type="checkbox"/> Occupational/Physical Therapists</td> </tr> <tr> <td><input type="checkbox"/> Bilingual/ESL coordinators</td> <td><input type="checkbox"/> ESL teachers</td> <td><input type="checkbox"/> Speech therapists</td> </tr> <tr> <td><input type="checkbox"/> Common branches teachers</td> <td><input type="checkbox"/> Guidance counselors</td> <td><input type="checkbox"/> Secretaries</td> </tr> <tr> <td><input type="checkbox"/> Subject area teachers</td> <td><input type="checkbox"/> Special education teachers</td> <td><input type="checkbox"/> Parent coordinator</td> </tr> <tr> <td><input type="checkbox"/> Paraprofessionals</td> <td><input type="checkbox"/> Psychologists</td> <td></td> </tr> </table>	<input type="checkbox"/> Assistant principals	<input type="checkbox"/> Bilingual teachers	<input type="checkbox"/> Occupational/Physical Therapists	<input type="checkbox"/> Bilingual/ESL coordinators	<input type="checkbox"/> ESL teachers	<input type="checkbox"/> Speech therapists	<input type="checkbox"/> Common branches teachers	<input type="checkbox"/> Guidance counselors	<input type="checkbox"/> Secretaries	<input type="checkbox"/> Subject area teachers	<input type="checkbox"/> Special education teachers	<input type="checkbox"/> Parent coordinator	<input type="checkbox"/> Paraprofessionals	<input type="checkbox"/> Psychologists	
	<input type="checkbox"/> Assistant principals	<input type="checkbox"/> Bilingual teachers	<input type="checkbox"/> Occupational/Physical Therapists													
	<input type="checkbox"/> Bilingual/ESL coordinators	<input type="checkbox"/> ESL teachers	<input type="checkbox"/> Speech therapists													
<input type="checkbox"/> Common branches teachers	<input type="checkbox"/> Guidance counselors	<input type="checkbox"/> Secretaries														
<input type="checkbox"/> Subject area teachers	<input type="checkbox"/> Special education teachers	<input type="checkbox"/> Parent coordinator														
<input type="checkbox"/> Paraprofessionals	<input type="checkbox"/> Psychologists															
Description requires further explanation. Other <u>What is the plan?</u> Calendar of PD dates for current year not included Other																
CR Part 154 requires professional development sessions geared toward the needs of ELLs.																
<input checked="" type="checkbox"/> A description of the support you provide staff to assist ELLs as they transition from one school level to another. Required section was not completed. Other																
<input checked="" type="checkbox"/> A description of the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL or bilingual licenses as per Jose P.) and how records are maintained of meeting the requirement. Required section was not completed. Other																
E. Parental Involvement	<input type="checkbox"/> No revisions.															
	The following information is not included and/or requires revision:															
	<input checked="" type="checkbox"/> A description of parent involvement in your school, including parents of ELLs. Description requires further explanation. Other															

	Describe specific parent involvement activities Other
	<input checked="" type="checkbox"/> Specification of partnerships with other agencies or Community Based Organizations to provide workshops or services to ELL parents (if such exist). Required section was not completed. Other
	<input checked="" type="checkbox"/> An explanation of how you evaluate the needs of the parents. Description requires further explanation. Other Describe specific forms, surveys and other tools Other
	<input checked="" type="checkbox"/> A description of your parental involvement activities and how they address the needs of the parents. Describe translation services available Other

Part V: Assessment Analysis

A. Assessment Breakdown	<input checked="" type="checkbox"/> <i>No revisions on NYSESLAT section.</i>
	The following information is not included and/or requires revision:
	<input type="checkbox"/> Overall NYSESLAT proficiency results (and LAB-R for new admits) by grade are provided. Select one if necessary Other
	Use RLAT in ATS as well as ARIS.
	<input type="checkbox"/> NYSESLAT Modality Analysis by grade Select one if necessary Other
	Use RNMR in ATS.
	<input checked="" type="checkbox"/> <i>No revisions on other assessments.</i>
	The following information is not included and/or requires revision:
<u>K-8 Exams</u>	
<input type="checkbox"/> NYS ELA Results by grade and levels	
<input type="checkbox"/> NYS ELA NYSAA Results	
<input type="checkbox"/> NYS Math Results by grade	
<input type="checkbox"/> NYS Math NYSAA Results	
<input type="checkbox"/> NYS Science Results by grade	
<input type="checkbox"/> NYS Science NYSAA Results	
<input type="checkbox"/> NYS Social Studies Results by grade	
<input type="checkbox"/> NYS Social Studies NYSAA Results	
<input type="checkbox"/> Other	

Select one if necessary **Other**

9-12 Exams

	# of ELLs Taking Test		# of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earth Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Living Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global History and Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
US History and Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NYSAA ELA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NYSAA Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NYSAA Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NYSAA Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This data can be accessed through ARIS and ATS (RESI, REXH, RLAT, RNMR). For more ATS reports, refer to [LAP ATS Codes handout](#).

Native Language Reading Tests

- Number of ELLs scoring at each quartile on the ELE
 - Number of ELLs scoring at each quartile on the Chinese test
- Select one if necessary **Other**

Use REXH in ATS.

For Dual Language Programs

- Number of EPs scoring at each quartile on the ELE
- Number of EPs scoring at each quartile on the Chinese test

	<p>Select one if necessary Other</p> <p>Use REXH in ATS.</p>
<p>B: After reviewing and analyzing the assessment data, answer the following:</p>	<p><input checked="" type="checkbox"/> No revisions.</p>
	<p>The following information is not included and/or requires revision:</p>
	<p><input type="checkbox"/> A description of the 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). Includes data, an explanation, and information on how this will help inform your school’s instructional plan. Select one if necessary Other</p>
	<p><input type="checkbox"/> A description of what is revealed by the data patterns across proficiency levels (on the LAB-R) and grades. Select one if necessary Other</p> <p>Use RNMR in ATS. The RNMR can be downloaded as well as printed.</p>
	<p><input type="checkbox"/> A description of how patterns across NYSESLAT modalities—reading/writing and listening/speaking— will affect instructional decisions. Select one if necessary Other</p> <p>For each program, a description of</p> <ul style="list-style-type: none"> <input type="checkbox"/> An analysis of student results and the patterns across proficiencies and grades. Select one if necessary Other <input type="checkbox"/> An explanation of how ELLs are faring in tests taken in English as compared to the native language. Select one if necessary Other <input type="checkbox"/> A description of how the school leadership and teachers are using the results of the ELL Periodic Assessments. Select one if necessary Other <input type="checkbox"/> An explanation of what the school is learning about ELLs from the Periodic Assessments. Select one if necessary Other <input type="checkbox"/> How is the Native Language used? Select one if necessary Other <p>See page 5 of LAP Guidelines.</p>

	<p><u>For Dual Language programs:</u></p> <p><input type="checkbox"/> An explanation of how the English Proficient students are (EPs) assessed in the second (target) language Select one if necessary Other</p> <p><input type="checkbox"/> A description of what the level of language proficiency is in the second (target) language for EPs Select one if necessary Other</p> <p><input type="checkbox"/> An explanation of how EPs are performing on State and City Assessments Select one if necessary Other</p> <p><input type="checkbox"/> A description of how you evaluate the success of your programs for ELLs. Select one if necessary Other Select one if necessary Other Select one if necessary Other</p>
Additional Information	<p><input type="checkbox"/> If necessary. Other</p>
Part VI: LAP Team Assurances	
	<p><input type="checkbox"/> <i>No revisions.</i></p> <p style="background-color: #d9e1f2;">The following information is not included and/or requires revision:</p> <p><input checked="" type="checkbox"/> Signatures are not aligned with team composition. Ensure all LAP team members have signed. Other Send copy of assurance page to your ELL CPS Other</p>

Translation and Interpretation Plan	Feedback
Appendix 3 of CEP	

Part A: Needs Assessment Findings	<input checked="" type="checkbox"/> <i>Check here if no revisions needed.</i>
	The following information is not included and/or requires revision:
	Feedback:
Part B: Strategies and Activities	<input checked="" type="checkbox"/> <i>Check here if no revisions needed.</i>
	The following information is not included and/or requires revision:
	Feedback:

When linking to highlighted resources, click while holding down the CTRL button. You can also access resources at the following sites:

- *EPIC Guide and parent notifications:*
<http://schools.nyc.gov/Academics/ELL/KeyDocuments/ELL+Parent+Information+Case.htm>
- *LAP Guidelines and handouts:*
<http://schools.nyc.gov/Academics/ELL/KeyDocuments/Language+Allocation+Policy.htm>
- *State memo on accommodations for former ELLs*
<http://www.emsc.nysed.gov/biling/bilinged/formerlepells.htm>
- *CR Part 154*
<http://www.emsc.nysed.gov/biling/bilinged/NEWCRPT.154.html>

ver. 6

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Belmont Preparatory HS	DBN: 10X434
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (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
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers:
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We have established our "SABE (Saturday Academy Bi-literacy Enrichment)" program for our Bi-lingual/ Beginning ESL population and their families. This program has sought to enhance the literacy skills of these students in content area coursework through intensive ESL instruction. The SABE program has been important for our school not only for the additional assistance it has provided for a group of students in need of intensive academic, but it has pointed the way for us to encourage parental participation and involvement. A vital component of the SABE program has involved parental workshops conducted by our guidance department which have truly helped to empower these parents to participate more fully in the education of their children. We will also offer a PM school supplemental program designed to prepare ELL's for the English Language Arts Regents and Global History Regents scheduled for June 2013. The PM Regents Prep for ELL's will specifically focus on test-taking strategies, writing Critical Lens essays and DBQ's areas in which Regents exam results have shown evidence of difficulty for our students. Our Saturday SABE program will focus on intense Science ELA and Mathematics instruction aligned to Common Core State Standards and Standards for College and Career Readiness. Specifically, supplemental labs which will compliment the Living Environment curriculum with an intense focus on reading scientific articles and writing persuasively about these articles. Based on our scholarship and Regents results which show that our ELL's lag behind our native speaking population in academic attainment in ELA, mathematics and science. Cohort 2013 data shows that while there is no significant difference in the percent of ELL and former ELL (2yrs) passing the Integrated Algebra Regents, the data does reveal that while 27% of our non-ELL students achieved college readiness in Math (80+ on Math Regents), only 5% of our ELL/former ELL students have achieved this goal. In ELA Cohort 2013 data reveals that while 90% of non-ELL have passed the ELA Regents entering their cohort year, only 50% of ELL/former ELL do so. The gap between non-ELL and ELL/former ELL achieving college readiness in ELA (75+ in ELA Regents) is even greater, 69% and 20% respectively. In the sciences the data shows that while no significant difference exist in passing rates between the two groups, 24% of non-ELL have scored within the 85+ range as compare to 5% for ELL/former ELLs, rendering 95% of our ELL/former ELLs ineligible for an Advanced Regents diploma with Mastery in Science. In Global History, ELL/former ELL students lag behind their non-ELL counterparts by 40% when they enter their cohort year, as measured by a passing score on the Global History and Geography Regents. As a result of a review of these statistics, we have crafted a program which will provide supplemental Saturday instruction in mathematics and Living Environment. Additional supplies required will include graphing calculators. An additional component of the program is a weekly partnership with Lincoln Center project LEAD (Learning English with Arts and Drama). A teaching artist works with 9th grade ELL's on a weekly basis in their ESL class in order to study, practice and present a dramatic work. This yearlong program is designed to help students explore literary themes through dramatic arts and to practice and improve student vocabulary, vocalization and self-confidence in expressing themselves in English Language.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Staff meets on a weekly basis for whole-school Professional Development. Topics include: Differentiated Instruction, Student Engagement, Student Goal Setting, Teacher Goal Setting and implementation of the Common Core Learning Standards. Each week the ESL department meets in order to review strategies applicable to ELL's. 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 a 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 test results. Training is conducted weekly throughout the school year and is facilitated by members of the administrative staff. Additionally, Ms Jae Hae Lee, ESL will participate in Common Core Literacy Lead Teacher Sessions provided by the CFN each month. This will allow her to share material with her ELA and ESL colleagues in order to ensure that ELL curriculum is aligned to CCLS. These monthly PD sessions are conducted by the CFN Leadership Development Facilitation team. Additionally, Mr. Scott Rowan, ESL teacher will be participating in a monthly Curriculum Development Series at the New York Historical Society delivered by Dr. Marie Alcock which will cover: Curriculum Mapping, Curriculum 21, Alignment to CCLS, Unit Creation. Mr. Keith Mondigo will attend this PD for Mathematics. Both Mr. Rowan and Mr. Mondigo will turnkey these materials for the staff. Mr. Rowan will specifically assist staff in the creation of lesson modifications for ELL's.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: Parent meetings will be held with parents of students participating in our SABE program. Meetings will begin in late fall and continue throughout the Spring Semester. These meetings will highlight student work and upcoming activities. We will also have regular college awareness meetings for all parents which will be conducted by our ELL Guidance Counselor. These meetings will be organized by administrative and guidance staff. Parents will be notified through telephone calls and letters mailed home and carried with students. Additional bi-monthly meetings will be conducted for all parents of ELL's in coordination with our regular Parent Association meetings. These meetings will be facilitated by our Bilingual Guidance Staff and our Assistant Principal for ESL, Mr. Carvajal. Topics included in these meetings: 1. Understanding the rights and responsibilities non-native English speaking students. 2. Academic intervention programs at Belmont. 3. Helping your student prepare for the Regent's Exam. 4. Navigating the College Application Process. The meetings are designed to inform parents of activities available for their children at Belmont Prep, to assist them in navigating the school system and the college application process, and to help them to prepare students for Regents and college entrance exams. Meetings are held on December 11, February 27, and May 1. Meetings will be facilitated by K. Arias, Bilingual Guidance Counselor, Mr. B Carvajal, AP and Mr. S. Gumbs, Principal.

Part E: Budget

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

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) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		