



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BELMONT PREPARATORY HIGH SCHOOL

DBN (i.e. 01M001): 10X434

Principal: STEPHEN J. GUMBS

Principal Email: SGUMBS2@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: BARBARA GAMBINO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Stephen J. Gumbs	*Principal or Designee	
Lisa Sheiman	*UFT Chapter Leader or Designee	
Vacancy	*PA/PTA President or Designated Co-President	
Sara Rodriguez	DC 37 Representative, if applicable	
Christian Torres Latesha Coulton	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Scott Rowan	Member/ UFT Alternate	
Elsie Cesario	Member/ Title I Parent Representative	
Carmen Polanco	Member/ Title III Parent Representative	
Maria Rivera	Member/ Parent Representative	
Marc A Pascente	Member/ CSA	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

Building upon 2012-13 goals, to continue to develop and implement units and curricula which culminate in performance tasks in ELA, Social Studies and The Sciences that are aligned to Common Core Learning Standards. Each teacher will have developed one baseline assessment and one culminating assessment for each course taught. The predictive exams will be used as a baseline for the subsequent school year and be included in the individual student educational portfolio, September 2013-June 2014.

Comprehensive Needs Assessment

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

- To fulfill the mandates of the DOE, New York State, and national expectations surrounding implementation of Common Core Learning Standards for Literacy, Social Studies, and Science
- Our Inquiry Team has identified the continued implementation of CCLS in ELA, Social Studies, and The Sciences as a continuing priority based on the need to improve stagnant ELA test scores (based on 2011-12 and 2012-13 data) and to align all curricula with CCLS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 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.
- Beginning on September 3, all performance tasks and units will be reviewed with pedagogical staff by Principal Gumbs. Staff will create individual goals which will guide the direction, revision, and modification of curricula, units, and tasks.
- Tasks will be reviewed in order to ensure that all activities have multiple entry points for ELL population and students with IEP's.
- Four staff members will attend CCLS training provided by Dr. Marie Allcot in coordination with New Visions CFN 561.
- Staff will administer baseline assessment in ELA.
- Departmental staff will meet weekly in order to refine curricula, units, and tasks.
- Social Studies and science department will work with New Visions Achievement Coach in order to implement strategies for differentiation and to refine questioning techniques.
- Teachers will be provided with the opportunity to develop, showcase and edit tasks. Teachers will be observed a minimum of three times between September and December in order to showcase tasks and strategies and to be evaluated based on alignment with Common Core Standards.
- Administration will provide meaningful feedback based on Danielson Framework for teaching, continued individual conferences, monthly professional development and New Visions trainings.
- Teachers will assess student progress based on New York City baseline performance assessment, Common Core aligned classroom tasks, and Regent's Exam data.
- Cycle continues as above.

B. Key personnel and other resources used to implement each strategy/activity

1. New Visions professional development and coaching staff.
2. Belmont Preparatory High School Administrative staff.
3. Belmont teacher leaders assigned to attend professional development conferences.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student achievement based on culminating assessment will show an increase of 2-5% over baseline scores.
2. Regent's exam results should increase by 2% in ELA, Science, and Social Studies.

D. Timeline for implementation and completion including start and end dates

September 2013-June 2014

- Training will take place during monthly professional development opportunities. We will focus on lesson tasks 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 2013

- Beginning on September 3, all performance tasks and units will be reviewed with pedagogical staff by Principal Gumbs. Staff will create individual goals which will guide the direction, revision, and modification of curricula, units, lessons and tasks.
- Four staff members will attend CCLS training provided by Dr. Marie Alcock in coordination with New Visions CFN 561.
- Staff will administer baseline assessment in ELA.
- Departmental staff will meet weekly in order to refine curricula, units, and tasks.
- Social Studies and science department will work with New Visions Achievement Coach in order to implement strategies for differentiation and to refine questioning techniques.

October-December 2012

- Teachers will be provided with the opportunity to develop, showcase and edit tasks. Teachers will be observed a minimum of three times between September and December in order to showcase tasks and strategies and to be evaluated based on alignment with Common Core Standards.
- Administration will provide meaningful feedback based on Danielson Framework for teaching, continued individual conferences, monthly professional development and New Visions trainings.

January-February 2013

- Teachers will assess student progress based on New York City baseline performance assessment, Common Core aligned classroom tasks, and Regent’s Exam data.

March-June 2013

Cycle continues as above.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. New Visions CCLS monthly training.
2. New Visions monthly Special Education Workshops
3. Achievement Coach weekly visits for Social Studies and Science.
4. Monthly school-wide professional development.
5. Weekly departmental meetings
6. Observation cycle and individual conferences.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- 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 Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

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

Building upon 2012-13 goals, to continue to develop and implement units and curricula which culminate in performance tasks in Mathematics that are aligned to Common Core Learning Standards Each teacher will have developed one baseline assessment and one culminating assessment for each course taught. The predictive exams will be used as a baseline for the subsequent school year and be included in the individual student educational portfolio, September 2013-June 2014.

Comprehensive Needs Assessment

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

- 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 the continued implementation of CCLS in Mathematics based on the need to improve Regents test scores (based on 2011-12 and 2012-13 data) to improve passing rates for the school overall and for the population of students with IEP's specifically, and to align all curricula with CCLS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- Training will take place during monthly professional development opportunities. We will focus on lesson tasks 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.
- Beginning on September 3, all performance tasks and units will be reviewed with pedagogical staff by Principal Gumbs. Staff will create individual goals which will guide the direction, revision, and modification of curricula, units, and tasks.
- Tasks will be reviewed in order to ensure that all activities have multiple entry points for ELL population and students with IEP's.
- Four staff members across subject areas will attend CCLS training provided by Dr. Marie Alcock in coordination with New Visions CFN 561.
- Staff will administer baseline assessment in Mathematics.
- Departmental staff will meet weekly in order to refine curricula, units, and tasks.
- Mathematics department will work with New Visions Achievement Coach in order to implement strategies for differentiation and to refine questioning techniques.
- Teachers will be provided with the opportunity to develop, showcase and edit tasks. Teachers will be observed a minimum of three times between September and December in order to showcase tasks and strategies and to be evaluated based on alignment with Common Core Standards.
- Administration will provide meaningful feedback based on Danielson Framework for teaching, continued individual conferences, monthly professional development and New Visions trainings.
- Teachers will assess student progress based on New York City baseline performance assessment, Common Core aligned classroom tasks, and Regent's Exam data.
- Cycle continues as above.

2. Key personnel and other resources used to implement each strategy/activity

1. New Visions professional development and coaching staff.
2. Belmont Preparatory High School Administrative staff.
3. Belmont teacher leaders assigned to attend professional development conferences.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student achievement based on culminating assessment will show an increase of 2-5% over baseline scores.
2. Common Core Algebra Regent's exam passing rates will show an increase of 2%-5% over 2012-13 results.

4. Timeline for implementation and completion including start and end dates

September 2013-June 2014

1. Training will take place during monthly professional development opportunities. We will focus on lesson tasks 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 2013

- Beginning on September 3, all performance tasks and units will be reviewed with pedagogical staff by Principal Gumbs. Staff will create individual goals which will guide the direction, revision, and modification of curricula, units, and tasks.
- Four staff members will attend CCLS training provided by Dr. Marie Alcock in coordination with New Visions CFN 561.
- Staff will administer baseline assessment in Mathematics.
- Departmental staff will meet weekly in order to refine curricula, units, and tasks.
- Mathematics department will work with New Visions Achievement Coach in order to implement strategies for differentiation, to create differentiated classroom work stations, and to refine questioning techniques.

October-December 2012

- Teachers will be provided with the opportunity to develop, showcase and edit tasks. Teachers will be observed a minimum of three times between September and December in order to showcase tasks and strategies and to be evaluated based on alignment with Common Core Standards.
- Administration will provide meaningful feedback based on Danielson Framework for teaching, continued individual conferences, monthly professional development and New Visions trainings.

January-February 2013

- Teachers will assess student progress based on New York City baseline performance assessment, Common Core aligned classroom tasks, and Regent's Exam data.

March-June 2013

Cycle Continues as above

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. New Visions CCLS monthly training.
2. New Visions monthly Special Education Workshops
3. Achievement Coach weekly visits for teachers of Mathematics.
4. Monthly school-wide professional development.
5. Weekly departmental meetings
6. Observation cycle and individual conferences.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #3

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

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

Strengthen the college going culture of the school by improving the manner in which students gain access to information about post-secondary educational options and plans through the regular college-awareness activities beginning in the ninth grade, in order to ensure that upon graduation students are college and career ready. Through early college awareness we will demonstrated an increase of 2% in the number of 2014 graduates who are enrolled in an institute of higher learning by September of 2014. We will demonstrate an increase in the number of ninth graders who participate in college trips by 50% and the number of tenth graders who participate in College Now by 100%.

Comprehensive Needs Assessment

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

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. A specific college and career readiness program for students with IEP's has been designed in order to ensure that this group of students will graduate with CDOS credentials as well as Regents or Local Diplomas.
2. Bronx Community College, College Now Program to be offered starting in tenth grade.
3. Three college level courses will be offered each semester for 10th and 11th grade students.
4. In coordination with Bronx Community College, Science Technology Entry Program, STEP, we will recruit 25 ninth grade students (25% of our incoming class) in order to participate in this selective accelerated program.
5. Guidance counselors will host seminars and fairs for college-bound students.
6. Continue and increase collaboration with the New York City Bar Association Minority Pipeline Initiative in order to facilitate career interest in the legal profession and to continue our student representation in the prestigious Thurgood Marshall Internship Program.
7. Four overnight college trips two per semester will be planned for 10th, 11th, and 12th grade students at little cost to the student and family.
8. Maintain current Advanced Placement course offerings.
9. College Awareness computer center staffed for use by students to research and apply for colleges.

2. Key personnel and other resources used to implement each strategy/activity

1. Belmont Preparatory Guidance Staff.
2. Admissions officers from local and national colleges.
3. Bronx Community College, College Now Staff.
4. Bronx Community College STEP Initiative.
5. Belmont Preparatory H.S. pedagogical and support staff.
6. New York City Bar Association Diversity Pipeline Initiative

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Increase of 5% in the number of general education student who apply for early admissions.
2. Increase of 5% in the number of students with IEP's applying for college admissions.
3. Ninety percent college admissions rate for students participating in College Now, STEP, Advanced Placement courses.

4. Timeline for implementation and completion including start and end dates

6. College Now September 2013- May 2014, semi-weekly.
7. STEP, September 2013-May 2014, weekly (Saturdays)
8. NYC Bar Association October 2013-Summer 2014-Summer Internship.
9. October 2013, Fall college trip to historically black colleges in the Mid-Atlantic states
10. March 2013 Spring college trip to upstate New York public and private colleges and universities
11. Just for Girls trip to historic women's colleges in New England

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Twice weekly College Now classes taught by BCC professors.
2. Once weekly STEP classes at Bronx Community College.
3. Monthly early college awareness seminars.
4. Early College Awareness Computer Resource Center.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent Seminars will be conducted five 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
5. A financing guide for colleges and universities

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

To increase teacher effectiveness through the utilization of the Danielson Model for Teacher Effectiveness. By June 2014, all teachers will have been observed a minimum of six times (three per semester).

Comprehensive Needs Assessment

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

With the implementation of the CCLS, teachers must revise curricula, units, and lessons. Additionally, as the Framework for Teaching is being fully implemented, teachers must be provided the support to implement their CCLS aligned curricula in order to promote teacher effectiveness and to increase student performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Share with staff Citywide Instructional Expectations for 2013-12 Teacher Competencies.
2. Principal will conduct goal setting meetings with teachers beginning on September 3.
3. Observations and areas of focus based on rubrics aligned to CCLS and Danielson framework
4. 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 2013
5. Teachers will observe one another and provide meaningful feedback for individual lessons and units.
6. Teachers will develop and modify unit plans aligned to CCLS
7. Competencies rated as ineffective or developing for two or more observations in the cycle will result in an individual teacher plan for development and improvement with administrative personnel which will focus on improving deficiencies in the context of the 2013 Framework for Teaching.
8. All teachers will have been observed a minimum of three times between February and June, dependent upon the observation model chosen.

2. Key personnel and other resources used to implement each strategy/activity

1. Belmont Preparatory H.S. administrative staff.
2. Belmont Preparatory H.S. pedagogical staff.
3. New Visions support personnel
4. Achievement Coach
5. Monthly professional development seminars.
6. Individual teacher and administrative conferences.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student achievement based on culminating assessment will show an increase of 2-5% over baseline scores.
2. Regent's exam results should increase by 2% in all subject areas.
3. Improvement in teacher effectiveness especially in Domain 3, Competency 3b.

4. Timeline for implementation and completion including start and end dates

September 3, 2013,

- 6. Goal Setting Conferences

September 2013,

- 7. Share with staff Citywide Instructional Expectations for 2013-12 Teacher Competencies.

October- December 2013

- 8. Observations and areas of focus based on rubrics aligned to CCLS and Danielson framework
- 9. 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.
- 10. Teachers will observe one another and provide meaningful feedback for individual lessons and units.

September 2013-June 2014

- 11. Teachers will develop and modify unit plans aligned to CCLS.

September 2013-June 2014

- 12. Competencies rated as ineffective or developing for two or more observations in the cycle will result in an individual teacher plan for development and improvement with administrative personnel which will focus on improving deficiencies in the context of the 2013 Framework for Teaching.
- 13. All teachers will have been observed a minimum of six times between September and June, dependent upon the observation model chosen.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. New Visions CCLS monthly training.
- 2. New Visions monthly Special Education Workshops.
- 3. Achievement Coach weekly visits for teachers of Social Studies, ELA, Mathematics and Science.
- 4. Monthly school-wide professional development.
- 5. Weekly departmental meetings.
- 6. Observation cycle and individual conferences.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 1. 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.
- 2. Monthly Parent Association Meetings.

Title I and Title III Parent Meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

None

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

7. Strategies/activities that encompass the needs of identified subgroups

1.

8. Key personnel and other resources used to implement each strategy/activity

1.

9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

10. Timeline for implementation and completion including start and end dates

1.

11. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Interactive writing, computer based learning (i-zone).	Small group tutoring and one-to-one tutoring.	During the school day, after and before school.
Mathematics	Computer based learning, repeated problem solving.	Small group tutoring and one-to-one tutoring.	During the school day, after and before school.
Science	Interactive writing, computer based learning (i-zone), science literacy period.	Small group tutoring and one-to-one tutoring.	During the school day, after and before school.
Social Studies	Interactive writing, computer based learning (i-zone).	Small group tutoring and one-to-one tutoring.	During the school day, after and before school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling for individuals and groups provided by guidance staff and Montefiore Health Clinic psychologist and social worker.	Individual and group.	During the school day.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	X	Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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. Additionally, teachers will be selected to participate in CCLS training provided by the CFN.

High Quality and Ongoing Professional Development

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

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. Four Belmont staff members will participate in Common Core Curriculum Planning with Dr. Maria Alcock. These teachers in Math and Literacy will present the materials during common professional development sessions.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As in previous years, funding for STH will provide clothing, learning resources such as calculators and classroom supplies for targeted assistance. Additionally, any STH will be subsidized for college or other trips and activities which require funding by families.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

At the conclusion of the 2012-13 school year, a committee was formed comprised of administrative staff and three members chosen by the UFT. Staff and administration were invited to professional development opportunities during the summer. Assessment options were disseminated and discussed by staff and administration and a collaborative decision was reached in order to select assessment option. Professional development opportunities are offered each month and the data specialist shares data in order to drive instructional improvement and the revision of curricula, units, and lessons.

TA Schools Only

Use of Program Resources

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

Translation services funding will be used to provide for parental translation services and to support bilingual outreach to students who are struggling with poor attendance and who are mired in the lowest third of each cohort.

TA Coordination with the Regular Program

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

Title III funding will be used in order to support Project LEAD with Lincoln Center. 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. Additional funding will be used in order to purchase graphing calculators for our tenth grade ELL geometry class and to support ongoing tutoring in Living Environment , Algebra, and Global History in preparation for the January and June Regents exams.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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, PA 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.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 2013-14.

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 School-wide 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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 434
School Name type here		

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

Principal Stephen J Gumbs	Assistant Principal Bayardo Carvajal
Coach n/a	Coach n/a
ESL Teacher Scott Rowan/ESL	Guidance Counselor Keira Arias
Teacher/Subject Area Maria Tonelli	Parent Mouctar Drame
Teacher/Subject Area Josue Perez	Parent Coordinator n/a
Related Service Provider n/a	Other n/a
Network Leader(Only if working with the LAP team) n/a	Other n/a

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	411	Total number of ELLs	42	ELLs as share of total student population (%)	10.22%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										18	11	5	8	42
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	18	11	5	8	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	14	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15		1	14		1	13		7	42
Total	15	0	1	14	0	1	13	0	7	42

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	10	4	8	37
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2		1		3
TOTAL	0	0	0	0	0	0	0	0	0	19	10	5	8	42

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	0	0	0	3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										8	4	0	5	17
Advanced (A)										7	6	5	4	22
Total	0	0	0	0	0	0	0	0	0	18	10	5	9	42

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	18	0	1	0
Integrated Algebra	24	0	17	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	14	0	4	0
Living Environment	16	0	2	0
Physics	0	0	0	0
Global History and Geography	17	0	5	0
US History and Government	11	0	4	0
Foreign Language	3	0	3	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here:
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.
Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Paste response to question here:

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.
Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here:
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ⓘ
Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])? 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 heterogenously in ungraded ESL and ELA classes.
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)?
Staff is organazied and scheduled strategically to ensure that all ELL students received their mandated ESL, ELA and NLA instructional periods in compliance with CR Part-154.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ESL students take native language courses which are aligned to the common core at the appropriate check points in accordance with state regulations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students are evaluated by their ELL/ELA teacher in all four modalities as part of our periodic assessment program.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

During 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Same as 6 & 7

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:	Spanish Check point A & B		
Social Studies:			
Math:			
Science:			

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

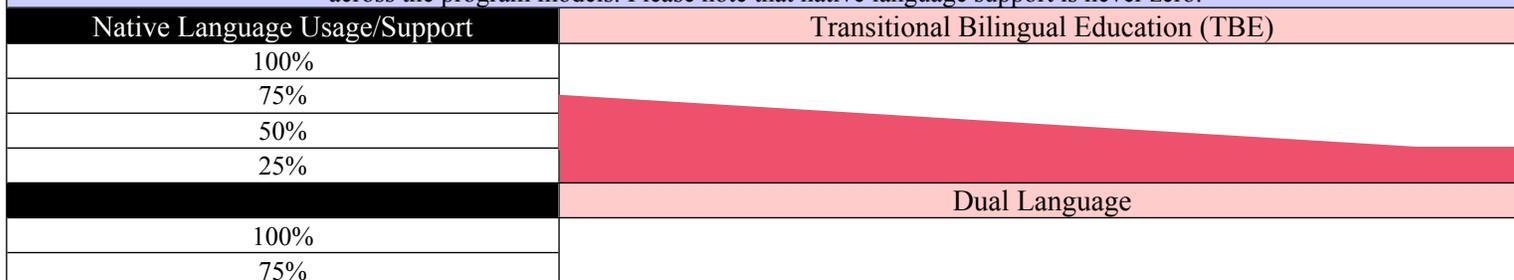
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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 graders 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 succeed 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Students will continue to participate in tutoring, elective courses, extracurricular activities, trips, advance placement courses, college now courses. Our annual 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 University. As part of this program students will be engaged on various tasks related to the college application process.

12. What programs/services for ELLs will be discontinued and why?

No program will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our plan for native language support includes providing entitled (including eligible proficient students) students with additional ESL services as needed. Additionally, testing accommodations including extended time use of translated versions of exams, use of English-Native Language dictionaries and native language glossaries.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELL students will have 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 admitted students to the school culture and community while providing them a jump start to their academic development at BPHS.

18. What language electives are offered to ELLs?

We offer Spanish as a native language from beginning to Advance Placement Language and Literature to all Spanish Speaking ELL students and Spanish 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.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. Professional Development and Support for School Staff

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

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, 2012-2013 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.

D. Parental Involvement

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

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.
 - o 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Belmont Preparatory High School		School DBN: 10x434	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen J Gumbs	Principal		1/1/01
Bayardo Carvajal	Assistant Principal		1/1/01
n/a	Parent Coordinator		1/1/01
Scott Rowan	ESL Teacher		1/1/01
n/a	Parent		1/1/01
Maria Tonelli	Teacher/Subject Area		1/1/01
Josue Perez	Teacher/Subject Area		1/1/01
n/a	Coach		1/1/01
n/a	Coach		1/1/01
Keria Arias	Guidance Counselor		1/1/01
Heidi	Network Leader		1/1/01
Sahil Kotak	Other <u>Teacher/Subject Area</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x434 School Name: Bayardo F Carvajal

Cluster: 5 Network: 562

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Preferred language of communication data is obtained from ATS. Incoming students are provided with home language surveys to determine initial needs. Correspondance is translated as needed by bilingual personnel into English and Spanish. If other home language is required, assistance is provided as needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our families preferred languages of communication are primarily English and Spanish. This has been reinforced during staff development and PTA meetings. Every effort has been made to hire bilingual staff and support staff so that translators are always readily available.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Teachers are paid per-session to translate documents as needed. This is done immediately so that documents are always mailed in a timely fashion.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Each office is staffed by at least one Spanish speaking individual. Translation services are provided by staff, teachers, school aides, paras and the administrative staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

This is accomplished via mass mailing. Forms are also distributed during homeroom and or official classes. Students are called to remind them to complete all forms until forms have been received

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		