

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

DBN: (i.e. 01M001):

10X434

School Name:

BELMONT PREPARATORY HIGH SCHOOL

Principal:

STEPHEN J. GUMBS, PRINCIPAL

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 10X434
School Type: Community High School Grades Served: 9-12
School Address: 500 East Fordham Road Bronx, NY 10458
Phone Number: 718-733-4559 Fax: 718-295-3655
School Contact Person: Marc A. Pascente Email Address: mpascente@schools.nyc.gov
Principal: Stephen J. Gumbs
UFT Chapter Leader: Lisa Sheiman
Parents' Association President: Vacant
SLT Chairperson: Marc A. Pascente
Student Representative(s): Carlos Tifa, Idowu Kehinde

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza 8th Floor, Bronx New York, 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-5852 Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Debra Maldonado
Network Number: 562 Network Leader: Barbara Gambino

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stephen J. Gumbs	*Principal or Designee	
Scott Rowan	*UFT Chapter Leader or Designee	
Vacant	*PA/PTA President or Designated Co-President	
Sara Rodriguez	DC 37 Representative, if applicable	
Mac Minh, Leslie Juanacio, Idowu Kehinde	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marc A. Pascente	Chair/CSA/	
Keira Arias	Member/	
Carolyn Branch	Parent-SWD's	
Maria Reyes	Parent-Title III	
Filiberta Garcia	Parent Title I	
Miriam Castillo	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

General Information and Mission Statement

Belmont Preparatory High School is a small college preparatory school which emphasizes early college awareness beginning in ninth grade and interwoven throughout the curriculum and through all grade levels. We were founded as a "haven" for academically talented students from the local community and have proven to be just that.

- Our mission is to prepare college-bound students for the world of higher education through a rigorous academic program provided by an inspired and caring staff in a small learning community.

Belmont is physically situated in the Theodore Roosevelt Educational Campus in the South Central Bronx. We share and collaborate with five sister schools at the Roosevelt site. A concerted effort has been made to remain small. We currently have a register of 415 students and can boast a low student to teacher ratio of fewer than 14:1. It is this small size that enables us to serve the needs of each individual child and to develop specialized programs to meet individual student needs.

Instructional Focus and Priorities

Although we are small, with an enrollment of 415 students, in accordance with our mission, we offer six Advanced Placement Courses including Environmental Science, U.S. History, English Literature, Spanish Literature, World History, and Calculus. In addition to our advanced placement courses we have partnered with Bronx Community College in order to offer two college level classes each semester, for eleventh grade student as well as two introductory non-credit bearing courses for tenth graders. We also offer a wide variety of academic electives including Digital Music Composition, Music Appreciation, Creative Arts, Art History, Forensic Science, Spanish, and Physics. These courses compliment a core curriculum that is common core aligned and purposed towards fulfilling our core mission of preparing students for the world of higher education. Our teachers work collaboratively to create unit plans, address the needs of ELL's and SWD's with care and dedication alike. We are set apart, in particular, because our small staff which is marked by low turn-over rate is motivated by a shared vision of educational excellence to meet our collectively high standards. Our instructional priorities for the 2014-15 school year:

1. **Writing Goal:** Students will write a minimum of six essays (one per marking period) in ELA, two expository/research essays in history (one per term) and one rich task per unit in math and Science. ELA essays will be expository, persuasive, argumentative, reflective, and creative in nature. In the fine arts, students will assemble a cumulative portfolio of work which includes written descriptors of the works and expository/reflective essays. All essays and tasks will be clearly outlined and explained in unit maps and plans.
2. **Student Engagement Goal:** Across all content areas, students will participate regularly in structured pair/group/cooperative activities, which support and serve as a foundation for student centered accountable talk/discussion and provide ample opportunity for student voice. Students will actively participate in a minimum of two (one per semester) tasks aligned to Common Core Learning Standards for Speaking and Listening. Examples of such tasks include, Socratic seminars, student lead symposia, Prezi presentations, and book talks.

We strongly believe that students learn best when they are develop an innate inquisitiveness. As such, our curriculum and learning tasks have been structured in order to promote student centered inquiry and deep engagement. Inquisitive learners become independent learners who are more concerned with the “why” of things as opposed to simply the “what”. Our curricula and our focus are designed to facilitate the development of students into life-long inquisitive learners.

Educational Partnerships and Opportunities

We further believe that learning must never be solely limited to the classroom setting. As such, we emphasize educational opportunities which break down the barriers of the classroom and partner with the larger community beyond our walls. Integral to our educational approach are our partnerships with The Brooklyn Academy of Music, Lincoln Center Chamber Music Society, The Lincoln Center Theater, Project LEAP, The New York Botanical Gardens, The Dolan DNA Center, Fordham University, The New York City Bar Association, Groundwork Hudson Valley, Generation Citizen, Capital One Bank, The United Nations, The Jewish Museum, The National September 11 Memorial and Museum, Bronx Community College STEP, and many more. Our partnerships are designed to provide our students with educational experiences which are fully integrated into the curriculum and afford students the experience of exploring the manner in which academic knowledge is practically realized.

College Awareness

College awareness is integral to our educational mission. Therefore opportunities to explore the world of higher education imbue our educational program. Our first year students are provided the opportunity to visit local colleges, universities, and attend early awareness college fairs with Belmont staff and with family. Beginning sophomore year and continuing into their third year, students have the opportunity to travel and visit select colleges and universities in the Northeast and Mid-Atlantic Regions twice per year. Institutions visited include, Dartmouth College, Mt. Holyoke College, University of Massachusetts, Amherst, Amherst College, The University of Pennsylvania, Cornell University, SUNY Binghamton, SUNY Albany, SUNY Cortland, Howard University, Ithaca College, Colgate University, George Washington University, Temple University, Drexel University, Lemoyne College and many others. We provide fourth year students with access to a cutting edge technological center in order for them to prepare applications to the college or university of their choice. We also provide SAT preparation classes after school and SAT prep methodology is infused into our third and fourth year instructional program.

Distinctive Features and Student Centered Activities

One of our more unique and successful educational programs is our ninth grade science literacy course. All ninth grade students take Living Environment and a ninety minute common core aligned ELA course. In addition to these science content and ELA core courses our students take science literacy team taught by a living environment and an ELA or ESL teacher. The program provides students with an intensive science based course which focuses on reading original source material and developing the skills required to successfully master non-fiction science based writing tasks.

We strongly believe that in order to create a holistic well rounded student citizen, supplemental student activities are necessary. Students and staff together design and create student after-school and supplemental programs. The Just for Girls and Turn to Her programs are Belmont success stories which provide educational opportunities, mentoring, college awareness and service opportunities to Belmont women.

We also offer a wide variety of student led extra-curricular programs including student government, photography club, guitar club, soccer club, yearbook publishing, swim club, and Mentoring Latinas We also host numerous PSAL athletic teams including, Varsity and Junior Varsity Boys’ Basketball, girls’ and boys’ volleyball, girls’ softball, boys’ baseball, co-ed swimming. The campus hosts intramural flag football every Fall and a basketball tournament every Spring for Roosevelt Campus bragging rights.

For the past four years, Belmont students in good standing have had the opportunity to travel abroad and overseas to Italy, France, The United Kingdom, Puerto Rico, and Quebec, Canada. These educational trips offer students the opportunity not only to explore historical sites, artistic treasures, and natural wonders, but in the planning, provide them the opportunity to learn about fundraising and budgeting.

Professional Development

Our professional development plan is multi-faceted and differentiated and provides teachers with a variety of opportunities for professional enrichment. The primary venue for professional development involves twice weekly departmental and grade level meetings. Teachers review curricula, units, questions, tasks through the prism of The Common Core Learning Standards and examine student outcomes. Using an inquiry based approach, teachers collectively examine student outcomes with an eye towards adjusting and improving curricula, units, questions and tasks. The process is ongoing and designed to result in improved student learning outcomes. Monthly, students are released early and staff meets for whole school professional development designed to address the overall instructional priorities for 2014-15. Additionally, mathematics instructors will participate in A2i professional development seminars in order to improve mathematical instruction U.S. History teachers will participate in and the Gilder Lehrman Institute Teaching History through Literacy Pilot U.S. History program.

Parental Outreach

Belmont is truly a family. We are proud that parents of our original classes continue to send the younger siblings of our graduates to Belmont. These “legacy” families are a testament to the fine work we have done and continue to do at Belmont. In fact, 94% of parents report being satisfied or extremely satisfied with the education their child receives at Belmont. We strongly believe that in order to fully actualize all educational opportunities provided to students at Belmont, the entire family must be integrated into our school community. To this end, we have established a number of activities designed to integrate families in our community. In addition to the customary open school/parent teacher conferences, we have established a series of grade level parent conferences scheduled at strategic times throughout the school year. In addition to regular IEP meetings, we have also scheduled parent meetings in order to share information with parents about student transitional activities. For our incoming students we hold an informational session each Fall and an orientation to the school culture in the Spring.

General Accomplishments

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

- Cornell University
- Colgate University
- Stanford University
- Babson College
- Vassar College
- Fordham University
- John Jay College
- Hofstra University

- Holy Cross College
- Pace University
- NYU
- Penn State University
- The University of Rochester
- Syracuse University

The schools listed above are but a few of the elite institutions to which our students have been accepted throughout the years. Though this list represents some fine institutions, we are most proud to have afforded our students choice in colleges and universities in accord with our mission.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

For the past four years, as we review our student data, one stark trend becomes apparent, the graduation rate has remained near 70%. As we further delve into student achievement data, it becomes apparent that our school does incredibly well in helping students transition from middle to high school. Student credit accumulation (ten credits or more) in the first year has risen from 83% in 2008-09 to a very strong 93% of students earning ten or more credits per year, with 83% of first year students in the lowest third earning ten or more credits for the 2013-14 school year. Furthermore, of the 2017 student cohort, a mere 8% of students were retained in the ninth grade. This trend indicates that our focus on a commonly aligned across all subjects, collaboratively planned and taught ninth grade curriculum has produced excellent results for our students. A particular strength is the work that our ninth grade science and literacy teachers do in team teaching a course focused on analysis of scientific writings and writing about science. This has produced a very strong 86% Regents passing rate for student’s first science exam in each of the last two years. The same positive trends hold for our ninth grade students in mathematics, where a team approach to common lesson planning has been actualized over the course of the past six years. Again, Regents passing rates reflect this success with an overall 80% passing rate for our 2016 and 2017 cohorts of which 30% and 31% respectively scored an 80 or higher. We do however notice that this trend of high achievement for students and a cohesive ninth grade teaching team which produces these strong results does not continue into the tenth grade and beyond. One particularly troubling trend is credit accumulation for tenth graders. For the 2015 and 2016 cohorts, the number of students retained rises from 4 retained for ninth grade to 15 of the tenth graders retained (16%) and 2 retained for ninth grade to 22 in tenth grade (23%) respectively for each cohort . This trend carries over to the graduation rate. Although the number of student s retained from the tenth through eleventh grade does not increase, we see that upon graduation, 26% of the students who entered with a particular cohort, do not complete their course of studies with their cohort. This trend has remained consistent over the course of the past six years. Additionally, in reviewing Regents data, we have observed a trend for social studies in which the Global History Exam and the U.S. History Exam results remain static in the mid to upper 60th percentile. As a result, we have identified three areas of particular need for improvement:

1. Commonly aligned collaboratively planned courses
2. Commonly aligned performance tasks
3. Increased student engagement

Part 2 – Annual Goal

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

We will continue to align the curriculum across all content areas in order to create rigorous performance tasks aligned with CCLS which will lead to college and career readiness for all learners and will improve student engagement and outcomes as measured by an increase in scholarship rates of 5%, an increase in Global History passing rates of 3% an increase in U.S. History passing rates of 5%, Algebra Common Core passing rate increase of 3%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>This goal is part of a multi-year three-fold strategy which has been designed to improve instructional rigor through a focus on:</p> <ol style="list-style-type: none"> 1. Improvement of the quality of questions. 2. Focus on discussion techniques and facilitation of discussion. 3. Crafting and refinement Common Core aligned units, including rigorous assessments and performance tasks. <p>Rigorous Instruction will include:</p> <ul style="list-style-type: none"> • Writing Goal: Students will write a minimum of six essays (one per marking period) in ELA, two expository/research essays in history (one per term) and one rich task per unit in math and Science. ELA essays will be expository, persuasive, argumentative, reflective, and creative in nature. In the fine arts, students will assemble a cumulative portfolio of work which includes written descriptors of the works and expository/reflective essays. All essays and tasks will be clearly outlined and explained in unit maps and plans. • Student Engagement Goal: Across all content areas, students will participate regularly in structured pair/group/cooperative activities, which support and serve as a foundation for student centered accountable talk/discussion and provide ample opportunity for student voice. Students will actively participate in a minimum of two (one per semester) tasks aligned to Common Core Learning Standards for Speaking and Listening. Examples of such tasks include, Socratic seminars, student lead symposia, Prezi presentations, and book talks. • Teachers will further develop common rubrics to be shared in a collaborative “Google doc” platform which will be transparent and available to all members of the community. 	<p>Belmont Prep Pedagogical staff</p> <p>All Students</p>	<p>September 2, 2014, all teachers receive professional development for instructional priorities 2014.</p> <p>Beginning September 2014, and twice weekly through June 2015, teachers will meet as part of subject area teams in order to revise curriculum and craft rigorous common tasks.</p> <p>Teachers will analyze student work following initial assessment and evaluate outcomes for refinement</p>	<p>Administrative Staff</p> <p>Pedagogical Staff</p> <p>Guidance Staff</p> <p>New Visions Instructional Specialists.</p>

<ul style="list-style-type: none"> Mathematics teachers will participate in A2i professional development sessions in order to improve teaching of mathematics. U.S. History teachers will participate in the Gilder Lehrman Institute Teaching History through Literacy Pilot U.S. History program. 		<p>and targeted improvement. The cycle will continue throughout each marking period with target dates of 10/15, 12/2, 2/2, 3/17, 4/5 and 6/25 for analysis of student data and instructional outcomes.</p>	
<ol style="list-style-type: none"> Teachers will analyze disaggregated data for ELL's and SWD's in order to evaluate student outcomes for these sub-groups as compared to the overall population. Teachers will then , using IEP's, student surveys of learning styles, and individual student conferences, further differentiate pedagogical approach and assessments for the individual learning needs of each student. Assessments will reflect multiple approaches to student learning and will provide for multiple modes of student assessment, including multiple options for expression and multiple media for communication following the UDL Guidelines. Teachers will create individualized intervention plans for overage and under-credited students and those academically at risk. 	<p>ELL's and SWD's, Overage and Under-credited.</p>	<p>September 2, 2014, all teachers receive professional development for instructional priorities 2014.</p> <p>Beginning September 2014, and twice weekly through June 2015, teachers will meet as part of subject area teams in order to revise curriculum and craft rigorous common tasks.</p> <p>Teachers will analyze student work following initial assessment</p>	<p>Administrative Staff</p> <p>Pedagogical Staff</p> <p>Guidance Staff</p> <p>New Visions Instructional Specialists.</p>

		<p>and evaluate outcomes for refinement and targeted improvement. The cycle will continue throughout each marking period with target dates of 10/15, 12/2, 2/2, 3/17, 4/5 and 6/25 for analysis of student data and instructional outcomes.</p>	
<p>In addition to regularly scheduled parent/teacher meetings, grade level meetings will be conducted as well as twice yearly meetings for families of SWD's and ELL's.</p>	<p>All Parents.</p>	<p>October 22, 9th Grade Parent Meeting.</p> <p>Title I Meeting.</p> <p>November 6-7, Open School.</p> <p>December 15, SWD Parent Transitional Meeting.</p> <p>January 12, 10th Grade Parent Meeting.</p> <p>February 9, ELL Parent Meeting .</p> <p>March 26-27, Open School.</p> <p>May 18, 11th Grade Parent Meeting.</p>	<p>Administrative Staff</p> <p>Pedagogical Staff</p> <p>Guidance Staff</p>

1.	Individual goal setting will be conducted with each teacher in order to review Belmont instructional priorities and professional goals for each teacher.	All members of the Belmont community	Beginnings September 2014 and concluding June 2015	<ul style="list-style-type: none"> • Administrative Staff • Pedagogical Staff • New Visions Instructional Specialists • Belmont Parents
2.	Teachers will meet during their professional period with each other three times per week.			
3.	Teachers and administrators will confer with New Visions Instructional Specialists bi-weekly.			
4.	Teachers will conduct individual conferences with students weekly in order to incorporate individual goal setting into their instructional plans.			
5.	Regularly scheduled parent and staff meetings.			

Part 4 – Resources Needed

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

- Belmont Administrative Staff
- Pedagogical Staff
- Parents and Students
- Guidance Staff
- New Visions Instructional Specialists
- Monthly Early Release for professional conferences
- SBO vote for early release
- Circular 6 professional assignment and calendar of meetings

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

January 30, professional development conference will focus on mid-point evaluation. Benchmarks and goals will include:

1. Student Regents Exam results in Global History, U.S. History, English Common Core, Algebra Common Core will be used to measure year by year gain in achievement.
 - a. Global History goal of 2% increase in passing rate as compared to January 2014 results.
 - b. U.S. History goal, 5% increase in passing rate over January 2014 results.
 - c. Global and U.S. History will reflect an increased passing rate of 10% for students who have taken the exam more than once over January 2014 results.
 - d. English Regents goal 5% increase in passing rates as compared to January 2014.
 - e. Algebra Common Core 3% passing rate increase as compared to June 2014.
2. PSAT and SAT year to year results will be compared in order to evaluate specifically whether student scores increase in writing sections of the exams with an overall goal of moving average student scores from mid-40th

percentile to mid-50th percentile nationally.

3. Student scholarship data including credits earned, and individual teacher scholarship reports with a specific focus on students who have failed to earn the requisite number of credits per semester.

Part 6b. Complete in February 2015.

6.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
7.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Over the course of the past four years, safety related incidents have declined at Belmont to the point that according to OSYD posted information, there were only four incidents of student violence in the 2013-14 school year. Respect and peaceful conflict resolution has become a centerpiece of our school culture. Suspensions year to year have declined over the past four years both for principal’s and superintendent’s level suspensions as reflected in OSYD data. School survey results indicate the same, that 82% of students feel safe. However, also based on school survey results and despite the positive trends in creating a school environment that is safe and marked by respect for all, only 64% of student report that there are enough activities to keep them interested in school. This statistic, taken together with a graduation rate of 70% and the fact that a significant percentage of students from the tenth grade do not advance to the eleventh grade, indicates that the school is not doing enough to provide a supportive school environment. Additionally, over the course of the 2013-14 school year, fewer than sixty students participated in clubs and PSAL activities at Belmont. In order to create more student-centered programs and a school that truly belongs to the students, we have developed the goal and action plan that follows.

Part 2 – Annual Goal

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

By June 2015 we will implement strategies to increase student participation in the school culture in order to promote academic, social, emotional, development of our students with a specific focus on participation in the non-academic life of the school community.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Increase student participation in the school community through: <ol style="list-style-type: none"> 1. Increase the number and variety of student clubs and activities including the following: 	Belmont Students Belmont	All clubs will begin meeting once per week	Belmont Administration Belmont Teachers

<ul style="list-style-type: none"> a. Swim Club b. Soccer Club c. Chess Club d. Debate e. Film Editing f. Community Service g. Drama Club h. Peer Tutoring i. Mural and Beautification Project <p>2. Offer additional opportunities for students to organize and plan activities such as:</p> <ul style="list-style-type: none"> a. Pep Rally b. Dances and other social events c. School Beautification Project <p>3. Project LEAD and LEAP for ELL's</p> <p>4. Continued focus on peer-led mediation and restorative justice approaches as contrasted with punitive measures.</p> <p>5. Offer increased opportunities for independent study during free periods, lunch and after school through the creation of a second computer lab located in the main office.</p> <p>6. Offer Saturday academic intervention for Regents in Social Studies, U.S. History, ELA.</p> <p>7. Offer PM intervention for Regents in Living Environment and Algebra</p> <p>8. Provide SAT tutoring after school for all eleventh grade</p> <p>9. Train staff in SAT strategies as part of long-term effort to incorporate SAT strategies and methodologies into all classes</p> <p>10. Electronic learning rollout with student online access for</p> <ul style="list-style-type: none"> a. Discovery Education b. Pearson Global History and Geography c. Google Classroom d. I-Zone e. Castle Learning 	<p>Teachers</p> <p>Belmont Administrators</p>	<p>beginning the week of September 22, weekly through June 5, 2015</p> <p>Pep Rally to be held December 19, 2014</p> <p>School beautification Project, beginning September 22 and ongoing through June 2015</p> <p>LEAD and LEAP beginning September 15 and concluding June 8, 2015</p> <p>Saturday Regents prep beginning Saturday May 2 and ending Saturday June 13, 2015</p> <p>PM Regents begins September 8, 2014 and continues twice weekly through June 12, 2015</p> <p>SAT Tutoring begins March 2015</p> <p>SAT staff training to begin February</p>	<p>Belmont Students</p> <p>Project LEAP Teaching Artists</p> <p>Generation Citizen Teaching Partners</p> <p>Lincoln Center Teaching Artists</p> <p>Let's Get Ready SAT Prep Teachers</p> <p>A List SAT Prep.Staff Developers</p>
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		2015	
		Electronic Learning beginning September 2014 and ongoing	
<p>-SWD's with Regents scores of 64 or below will be scheduled for Saturday and PM Regents tutoring</p> <p>-ELL's scheduled to take ELA and Global exam to be scheduled for Saturday Regents tutoring</p> <p>-Overage under-credited students scheduled for Regents prep. classes</p> <p>-All students invited to participate in clubs and activities</p> <p>-Project LEAD and LEAP for ELL's</p>	<p>SWD's</p> <p>ELL's</p> <p>Overage/under-credit students</p> <p>All students with Regents scores below 75</p>	Same as above	<p>Belmont Administration</p> <p>Teachers</p> <p>Parents</p>
<p>-Parents will be notified of all activities via Belmont Prep. website, www.belmontprep.org</p> <p>-Parents will be mailed letters informing them of their child's participation in tutorial and academic intervention programs.</p> <p>-School Messenger telephone and e-mails.</p> <p>-All parents provided with Skedula pupil path login.</p> <p>-Regularly scheduled parent meetings.</p>	Belmont Parents and Families	<p>October 22, 9th Grade Parent Meeting.</p> <p>Title I Meeting.</p> <p>November 6-7, Open School.</p> <p>December 15, SWD Parent Transitional Meeting.</p> <p>January 12, 10th Grade Parent Meeting.</p> <p>February 9, ELL Parent Meeting .</p> <p>March 26-27, Open School.</p> <p>May 18,</p>	<p>Belmont Administration</p> <p>Belmont Teachers</p>

		11 th Grade Parent Meeting	
<ul style="list-style-type: none"> -Teachers will reliably schedule and organize student extra-curricular activities. -All activities to be transparent and open to all students -Students will engage in time-bound publicity efforts in order to recruit additional students and promote student involvement -School-wide recruitment and information drive to be held by week of September 29. -Students registered from SAT Prep from 30 in 2013-14 to 50 in 2014-15. 	Belmont Students Belmont Staff Belmont Families	September 29 December 19 pep rally Ongoing	Belmont Administration Belmont Staff Belmont Students and Families

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

December 22, 2014 all extra-curricular activities will be evaluated for success as evidenced by:

1. Number of activities meeting weekly increased from four to eight.
2. Number of special events and activities will increase from one to four per year including dances, pep-rallies, and talent/music shows.
3. Increase in the number of students participating in extra-curricular activities from sixty in 2013-14 to 100 in 2014-15 which equals 25% of our school population

Tutoring and academic activities to be evaluated by June 30 2015 in comparison to prior year’s academic and Regents passing rates and to individual student success rate as measured against June 2014 academic and Regents passing rates.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

For the past four years, as we review our student data, one stark trend becomes apparent, the graduation rate has remained near 70%. As we further delve into student achievement data, it becomes apparent that our school does incredibly well in helping students transition from middle to high school. Student credit accumulation (ten credits or more) in the first year has risen from 83% in 2008-09 to a very strong 93% of students earning ten or more credits per year, with 83% of first year students in the lowest third earning ten or more credits for the 2013-14 school year. Furthermore, of the 2017 student cohort, a mere 8% of students were retained in the ninth grade. This trend indicates that our focus on a commonly aligned across all subjects, collaboratively planned and taught ninth grade curriculum has produced excellent results for our students. A particular strength is the work that our ninth grade science and literacy teachers do in team teaching a course focused on analysis of scientific writings and writing about science. This has produced a very strong 86% Regents passing rate for student’s first science exam in each of the last two years. The same positive trends hold for our ninth grade students in mathematics, where a team approach to common lesson planning has been actualized over the course of the past six years. Again, Regents passing rates reflect this success with an overall 80% passing rate for our 2016 and 2017 cohorts of which 30% and 31% respectively scored an 80 or higher. We do however notice that this trend of high achievement for students and a cohesive ninth grade teaching team which produces these strong results does not continue into the tenth grade and beyond. One particularly troubling trend is credit accumulation for tenth graders. For the 2015 and 2016 cohorts, the number of students retained rises from 4 retained for ninth grade to 15 of the tenth graders retained (16%) and 2 retained for ninth grade to 22 in tenth grade (23%) respectively for each cohort . This trend carries over to the graduation rate. Although the number of student s retained from the tenth through eleventh grade does not increase, we see that upon graduation, 26% of the students who entered with a particular cohort, do not complete their course of studies with their cohort. This trend has remained consistent over the course of the past six years. Additionally, in reviewing Regents data, we have observed a trend for social studies in which the Global History Exam and the U.S. History Exam results remain static in the mid to upper 60th percentile. As a result, we have identified two areas of particular need for improvement:

1. Commonly aligned collaboratively planned courses
2. Commonly aligned performance tasks
3. Increased student engagement
4. Focus on fostering collaborative teaching across subject areas

Part 2 – Annual Goal

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

To foster continued collaborative culture among teachers through our weekly departmental, subject area and grade level meetings and ongoing professional assistance provided by administrative staff and instructional specialists in order to evaluate and revise CCLS aligned curriculum and craft and evaluate unit plans and performance tasks to increase student engagement and performance as measured by the following:

1. U.S. History Regents passing rate increase of 5% over June 2014.
2. Increase in U.S. History Regents passing rate of 10% for students who have taken the

- exam more than once.
3. Increase in Global History Regents passing rate of 3-%% over June 2014
 4. Students earning ten credits or more in tenth grade will increase by 4%.
 5. Increase in attendance by 5% points for students in lowest performing 10% of each grade level (as measured by scholarship data)
 6. Improvement in overall scholarship as measured by an increased percentage of passing grades in each grade level of 3%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>This goal is part of a multi-year three-fold strategy which has been designed to improve instructional rigor through a focus on:</p> <ol style="list-style-type: none"> 1. Improvement of teacher questioning strategies and quality of questions. 2. Focus on discussion techniques and facilitation of discussion. 3. Crafting and refinement Common Core aligned units, including rigorous assessments and performance tasks. <ul style="list-style-type: none"> • This multi-prong strategy uses an inquiry based approach on the part of administration in consultation with pedagogues in order to assess teacher’s classroom performance based on observations using the Danielson Rubric and Framework for Teaching Components and further requires teachers to implement an inquiry based approach using student data in order to evaluate engagement and outcomes and to refine tasks and curriculum accordingly. <p>Professional development sessions which will focus on:</p> <ul style="list-style-type: none"> • Use of rich source texts and textual evidence in writing tasks. • Analysis of student data for the purpose of unit plan and task revision. • Grade level, departmental and school-wide meetings will incorporate an analysis of: 	<p>Belmont teachers</p>	<p>September 2, 2014, all teachers receive professional development for instructional priorities 2014.</p> <p>Beginning September 2014, and twice weekly through June 2015, teachers will meet as part of subject area teams in order to revise curriculum and craft rigorous common tasks.</p> <p>Teachers will analyze student work</p>	<p>Administrative staff</p> <p>Pedagogical staff</p> <p>New Visions Instructional Specialists</p>

<ol style="list-style-type: none"> 1. MOSL data, 2. PSAT and SAT results 3. Student self-assessment data 4. Scholarship data <ul style="list-style-type: none"> • Mathematics teachers will participate in A2i professional development sessions in order to collaboratively improve instruction in mathematics. • U.S. History Teachers will participate in The Gilder Lehrman Institute Teaching History through Literacy Pilot U.S. History program. 		<p>following initial assessment and evaluate outcomes for refinement and targeted improvement.</p> <p>The cycle will continue throughout each marking period with target dates of 10/15, 12/2, 2/2, 3/17, 4/5 and 6/25 for analysis of student data and instructional outcomes.</p> <p>School-wide professional development sessions of 11/1, 12/19, 1/16, 2/13, 4/24, and 5/22</p>	
<ul style="list-style-type: none"> • Teachers will analyze disaggregated data for ELL's and SWD's in order to evaluate student outcomes for these sub-groups as compared to the overall population. • Teachers will then , using IEP's, student surveys of learning styles, and individual student conferences, further differentiate pedagogical approach and assessments for the individual learning needs of each student. • Assessments will reflect multiple approaches to student learning and will provide for multiple modes of student assessment, including multiple options for expression and multiple media for communication following the UDL Guidelines. • Teachers will create individualized intervention plans for overage and under-credited students and those academically at risk or those who have failed a class using Google doc form. 	<p>Belmont teachers SWD's, ELL's Overage/under-credited students.</p>	<p>Beginnings September 2014 and concluding June 2015.</p>	<p>Administrative Staff</p> <p>Pedagogical Staff</p> <p>New Visions Instructional Specialists</p>
<p>In addition to regularly scheduled parent/teacher meetings, grade level meetings will be conducted as well as twice yearly meetings</p>	<p>Belmont Teachers</p>	<p>October 22, 9th Grade</p>	<p>Belmont Teachers</p>

for families of SWD's and ELL's.	Parents Students	Parent Meeting. Title I Meeting. November 6-7, Open School. December 15, SWD Parent Transitional Meeting. January 12, 10 th Grade Parent Meeting. February 9, ELL Parent Meeting . March 26-27, Open School. May 18, 11 th Grade Parent Meeting.	Administrators Parents Students Partner Organizations
<ol style="list-style-type: none"> 1. In order to implement instructional objectives, teachers will be encouraged to invite administrators into classrooms in order to observe the implementation of new instructional strategies without fear of a negative evaluative consequences 2. Individual goal setting will be conducted with each teacher in order to review Belmont instructional priorities and professional goals for each teacher. 3. Teachers will meet during their professional period with each other three times per week. 4. Teachers and administrators will confer with New Visions Instructional Specialists bi-weekly. 5. Teachers will conduct individual conferences with students weekly in order to incorporate individual goal setting into their instructional plans. 	Belmont Teachers Administrative Staff	Beginning September 2014 and concluding June 2015	Administrative Staff Belmont Teachers New Visions Instructional Support Team

Part 4 – Resources Needed

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

- Belmont Administrative Staff
- Pedagogical Staff
- Parents and Students
- Guidance Staff
- New Visions Instructional Specialists
- Monthly Early Release for professional conferences

- SBO vote for early release
- Circular 6 professional assignment and calendar of meetings
- Computer resources

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Progress will be evaluated ongoing through professional observations, review of teacher prepared departmental and grade level meeting agendas and reviewed as a school community progress made by January 31.

Benchmarks include:

1. Student completion of writing tasks, projects, seminars and symposia as indicated in school-wide instructional focus as indicated in school-wide instructional focus.
2. Review of teacher generated agendas and reflections as part of professional development protocols.
3. Student Regents Exam results as compared to year prior and historical trends indicating increased passing rate , specifically for students who have taken exam two or more times.
 - a. Increase in U.S. History Regents Exam results of 10% over June 2014 for students who have taken the exam more than once (students enrolled in Regents Prep classes).
 - b. Increase in Global History Regents Exam results of 3-5% over June 2014 for students who have taken the exam more than once (these students are enrolled in Regents Prep. classes.)
4. Student scholarship data including credits earned, and individual teacher scholarship reports with a specific focus on students who have failed to earn the requisite number of credits per semester. By January 2015, students earning five credits or more in the Fall Semester and by June 2015 ten credits or more for the school year will increase overall from 83% to 87% and specifically in the tenth grade from 74% to 80%.
5. Analysis of rigorous teacher crafted tasks and student progress in addressing targeted areas of improvement as identified by teachers using UDL guidelines. Progress will be measured as follows:
 - a. Increase in overall engagement and scholarship for lowest performing 10% of students in each grade level measured by:
 - I. Increased attendance, 5% for these students
 - II. Increased credit accumulation for targeted students to ten or more credits in first semester.
 - III. Improvement in scholarship as measured by overall increase in grade averages of 3%.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on an analysis of our overall student engagement and student achievement, the principal in coordination with New Visions CFN 562 has identified specific targets and priorities for 2014-15.

- Lowest third and under-credited students in tenth grade based on drop-off in tenth grade credit accumulation will be targeted for academic intervention .
- A common planning protocol for teachers is lacking and needs to be developed.
- Teachers report that professional development is not always practical.
- Protocols for data analysis and common assessment analysis not well defined.
- Teacher walk-through and inter-visitations are not evident.
- Data analysis, trends and referenced in 5a, 5b, and 5c of the CEP.

As a result of these observations, the following goal and action plan has been developed in order to improve overall achievement at Belmont.

Part 2 – Annual Goal

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

Improve and solidify the distinct Belmont Preparatory High School culture through the continued development and revision of Common Core Standards and professional collaboration across the subject areas and to improve student outcomes through augmentation of supplemental academic programs and extra-curricular activities and a student-led beautification project.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to increase parent involvement and engagement
- Activities that address the Capacity Framework element of Trust

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>In order to manifest our overall focus on excellence as an integral part of our distinct Belmont culture, we will focus on the following academic priorities for 2014-15:</p> <ul style="list-style-type: none"> • Improvement of the quality of questions. • Focus on discussion techniques and facilitation of discussion. • Crafting and refinement Common Core aligned units, including rigorous assessments and performance tasks. <p>Rigorous Instruction will include:</p> <ul style="list-style-type: none"> • Writing Goal: Students will write a minimum of six essays (one per marking period) in ELA, two expository/research essays in history (one per term) and one rich task per unit in math and Science. ELA essays will be expository, persuasive, argumentative, reflective, and creative in nature. In the fine arts, students will assemble a cumulative portfolio of work which includes written descriptors of the works and expository/reflective essays. All essays and tasks will be clearly outlined and explained in unit maps and plans. • Student Engagement Goal: Across all content areas, students will participate regularly in structured pair/group/cooperative activities, which support and serve as a foundation for student centered accountable talk/discussion and provide ample opportunity for student voice. Students will actively participate in a minimum of two (one per semester) tasks aligned to Common Core Learning Standards for Speaking and Listening. Examples of such tasks include, Socratic seminars, student lead symposia, Prezi presentations, and book talks. • Teachers will further develop common rubrics to be shared in a collaborative “Google doc” platform which will be transparent and available to all members of the community. • Mathematics teachers will participate in A2i professional development sessions in order to improve teaching of mathematics. • U.S. History teachers will participate in the Gilder Lehrman Institute Teaching History through Literacy Pilot U.S. History program. • This multi-prong strategy uses an inquiry based approach on the part of administration in consultation with pedagogues in order to assess teacher’s classroom performance based on observations using the Danielson Rubric and Framework for Teaching Components and further requires teachers to implement an inquiry based approach using student data in order to evaluate engagement and outcomes and to refine tasks and curriculum accordingly. 	<p>Teachers Students</p>	<p>September 2, 2014, all teachers receive professional development for instructional priorities 2014.</p> <p>Beginning September 2014, and twice weekly through June 2015, teachers will meet as part of subject area teams in order to revise curriculum and craft rigorous common tasks.</p> <p>Teachers will analyze student work following initial assessment and evaluate outcomes for refinement and targeted improvement.</p> <p>The cycle will continue throughout each marking period with target dates of 10/15, 12/2, 2/2, 3/17, 4/5 and 6/25 for analysis of student data and instructional outcomes.</p> <p>School-wide professional development sessions of 11/1, 12/19, 1/16, 2/13, 4/24, and 5/22</p>	<p>Belmont Administration Belmont Teachers Guidance Staff Social Workers Belmont Support Staff Belmont Students Parents and Families Instructional Support Staff</p>
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<p>Inquiry work is essential to an improvement in student outcomes. In addition to structures in place for the improvement of pedagogical competency, on professional development sessions which will focus on:</p> <ul style="list-style-type: none"> • Teacher use of rich source texts and inclusion of textual evidence in writing tasks. • Analysis of student data for the purpose of unit plan and task revision. • Grade level, departmental and school-wide meetings will incorporate an analysis of: <ul style="list-style-type: none"> ○ MOSL data, ○ PSAT and SAT results ○ Student self-assessment data ○ Scholarship data <p>Student engagement in the life of the school will be increased through a strategy that begins with the Principal’s Student Advisory Council:</p> <ul style="list-style-type: none"> • Students in each grade level, selected by peers through student government and in leadership positions in Just for Girls, HiStory, and the Belmont Community Service and Outreach Club will participate in the Principal’s Student Advisory Council. • The council will meet in order to advise the principal on student activities, student needs and ways to improve school-wide culture and student engagement. <p>Clubs and activities that will be guided and evaluated with input from the advisory council include:</p> <ul style="list-style-type: none"> • Swim Club • Soccer Club • Chess Club • Debate • Film Editing • Community Service • Drama Club • Peer Tutoring • Mural and School Beautification Project • Pep Rally • Dances and other social events <p>Additionally, the principal will promote an environment of safety and security, through a focus on peer mediation and restorative justice which teaches students to resolve conflicts collaboratively and constructively towards the promotion of restorative justice and not merely punitive measures</p>		<p>All clubs will begin meeting once per week beginning the week of September 22, weekly through June 5, 2015</p> <p>Pep Rally to be held December 19, 2014</p> <p>School beautification Project, beginning September 22 and ongoing through June 2015</p> <p>LEAD and LEAP beginning September 15 and concluding June 8, 2015</p> <p>Saturday Regents prep beginning Saturday May 2 and ending Saturday June 13, 2015</p> <p>PM Regents begins September 8, 2014 and continues twice weekly through June 12, 2015</p> <p>SAT Tutoring begins March 2015</p>	
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		<p>SAT staff training to begin February 2015</p> <p>Electronic Learning beginning September 2014 and ongoing</p>	
<p>Addressing the needs of specific subgroups</p> <ul style="list-style-type: none"> • In order to close the achievement gap between ELL's, SWD's and the general population, a priority will be placed on teacher analysis of disaggregated data for ELL's and SWD's in order to evaluate student outcomes for these sub-groups as compared to the overall population. • Teachers will then , using IEP's, student surveys of learning styles, and individual student conferences, further differentiate pedagogical approach and assessments for the individual learning needs of each student. • Teachers will then , using IEP's, student surveys of learning styles, and individual student conferences, further differentiate pedagogical approach and assessments for the individual learning needs of each student. • Assessments will reflect multiple approaches to student learning and will provide for multiple modes of student assessment, including multiple options for expression and multiple media for communication following the UDL Guidelines. • Teachers will create individualized intervention plans for overage and under-credited students and those academically at risk or those who have failed one or more classes using Google doc form. 	<p>SWD's ELL's Overage/under-credited students SITH</p>	<p>Same as above</p>	<p>Belmont Administration</p> <p>Belmont Teachers</p>
<p>Community outreach and parental involvement will be further facilitated though:</p> <p>Parents will be notified of all activities via Belmont Prep. website, www.belmontprep.org</p> <p>-Parents will be mailed letters and receive telephone calls and e-mails informing them of their child's participation in tutorial and academic intervention programs.</p>	<p>Belmont Families Belmont Students</p>	<p>October 22, 9th Grade Parent Meeting.</p> <p>Title I Meeting.</p> <p>November 6-7, Open School.</p> <p>December 15, SWD Parent</p>	<p>Belmont Administration</p> <p>Belmont Teachers</p> <p>Belmont Partner Organizations</p>

<p>-School Messenger telephone and e-mails will be used to communicate general school information to parents including information about meetings.</p> <p>-All parents provided with Skedula pupil path login</p> <p>-Regularly scheduled parent meetings in order to increase participation with our</p> <ul style="list-style-type: none"> • SAT Prep. program partners • Mentoring Latina Community Partners • Bronx Community College Now Partners 		<p>Transitional Meeting.</p> <p>January 12, 10th Grade Parent Meeting.</p> <p>February 9, ELL Parent Meeting .</p> <p>March 26-27, Open School.</p> <p>May 18, 11th Grade Parent Meeting</p>	
<p>Trust among major stakeholders has will be facilitated through the following actions by the principal with major constituencies:</p> <p>With Teachers:</p> <ol style="list-style-type: none"> 1. In order to implement instructional objectives, teachers will be encouraged to invite administrators into classrooms in order to observe the implementation of new instructional strategies without fear of a negative evaluative consequences 2. Individual goal setting will be conducted with each teacher in order to review Belmont instructional priorities and professional goals for each teacher. 3. Teachers will meet during their professional period with each other three times per week. 4. Teachers and administrators will confer with New Visions Instructional Specialists bi-weekly. <p>Teachers will conduct individual conferences with students weekly in order to incorporate individual goal setting into their instructional plans.</p> <p>With Students:</p> <p>Trust and confidence between student body and administration will be fostered through a strategy that begins with the Principal’s Student Advisory Council and truly provides a voice for student interests and concerns:</p> <ul style="list-style-type: none"> • Students in each grade level, selected by peers through student government and in leadership positions in Just for Girls, HiStory, and the Belmont Community Service and Outreach Club will participate in the Principal’s Student Advisory Council. • The council will meet in order to advise the principal on student activities, student needs and ways to improve school-wide culture and student engagement. <p>All students are invited to participate in clubs and activities and</p>	<p>Belmont Staff</p> <p>Belmont Teachers</p> <p>Belmont Families</p>	<p>Trust building is an integral and ongoing part of a principal’s responsibility to a school community. Trust building has no start date or end date but is continuous.</p>	<p>Belmont Administration</p>

<p>informational sessions will be held by each club coordinator</p> <p>Project LEAD and LEAP for ELL's</p> <p>All students with IEP's and ELL's who are involved in PSAL activities or clubs and organizations will be monitored by the assistant principal and will be required to spend two hours per week in student computer learning center in order to receive additional assistance in completing homework assignments.</p>			
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Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Belmont Administrative Staff • Pedagogical Staff • Parents and Students • Guidance Staff • New Visions Instructional Specialists • Monthly Early Release for professional conferences • SBO vote for early release • Circular 6 professional assignment and calendar of meetings • Computer resources
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Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> ❖ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ❖ Specify a timeframe for mid-point progress monitoring activities. <p>Midterm evaluation will occur on January 15, the date of school's quality review. Criteria for evaluation will be Q.R. Leadership Framework:</p> <ul style="list-style-type: none"> • Q.R. Indicator 1.1 • Q.R. Indicator 1.2 • Q.R. Indicator 1.3 • Q.R. Indicator 2.2 • Q.R. Indicator 3.1 • Q.R. Indicator 3.4 • Q.R. Indicator 4.1 • Q.R. Indicator 4.2 				
Part 6b. Complete in February 2015.				
12.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No

13. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Belmont has a very strong and thorough system of electronic communication with families. From our website which is updated weekly, to our efforts to sign parents up for pupil path, to our efforts at universal e-mail communication and availability of online resources for students. Belmont however has always struggled with parental participation despite these efforts. During the 2013-14 school year this was particularly apparent with the decline in participation in the parent association. There was an overall trend which saw participation at PA meetings decline from thirty on average in 2012-13 to fewer than ten at the average meeting. Additionally, at regularly scheduled open school conferences, on average fewer than 35% of parents came to meet with teachers. Much of this is the result of parents having extensive work schedules which makes it difficult for them to come to meetings. In order to accommodate as many parents at meetings as possible, we see it as necessary to expand the number and type of meetings as well as the manner in which we communicate with parents, setting concrete goals and targets.

Part 2 – Annual Goal

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

We will foster increased community and family ties through an increase in the number of collaborative partnerships with outside organizations, to increase in opportunities for parents and staff to interact productively and a focus on electronic communication and the use of technology that extends instruction beyond the boundaries of the classroom.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Increase partnerships by working with the following organizations: <ol style="list-style-type: none"> 1. Let’s Get Ready SAT Prep. 2. The A List SAT Prep. 3. Healing Arts Initiative 	All Belmont Students Belmont	Partnerships with SAT Prep. organizations to begin	Belmont Administration Belmont Teachers

<p>4. Project LEAP 5. The College Board</p> <p>Family and school interaction will be increased through the following:</p> <ul style="list-style-type: none"> • Parent teacher grade level meetings will be held four times per year • Transition meetings for parents and students with IEP's to be held twice per year • Parent meetings for ELL's will be held twice per year • Incoming ninth graders and families to be welcomed to Belmont twice per year in November and again in June • Mentoring Latinas orientation for families • STEP student and family orientation • Parent and student college admissions seminars <p>Academic information will be shared through the following means which will break down the classroom walls:</p> <ul style="list-style-type: none"> • Google Classroom will be established beginning with ninth grade science and mathematics, 9th grade special education science, and mathematics, 9th grade social studies, and 9th grade special education social studies • Electronic Global History Textbook • Castle Learning for mathematics and science homework • Pupil Path student information system will be made available for the parents of all ninth graders beginning with our first ninth grade parent meeting and ongoing efforts at registering parents of students in other grades will continue. 	<p>Families</p>	<p>February 2015</p> <p>Healing Arts Initiative October 8, 2014 through June 2015</p> <p>Project LEAP beginning October 2014 and weekly through May 2015</p> <p>Global electronic textbook available October 2014</p> <p>Google Classrooms available November 2014</p> <p>SAT to be offered to eighty Belmont 11th grade students May 2015 during the school day.</p> <p>October 22, 9th Grade Parent Meeting.</p> <p>Title I Meeting.</p> <p>November 6-7, Open School.</p> <p>December 15, SWD Parent Transitional Meeting.</p> <p>January 12, 10th Grade Parent Meeting.</p> <p>February 9, ELL Parent Meeting</p> <p>Electronic</p>	<p>Belmont Support Staff</p> <p>Belmont Students</p> <p>Belmont Families</p> <p>Partnership Organizations</p>
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		classroom communication is ongoing beginning September 2014 and continuing through the school year	
Action plan for subgroups is undifferentiated from the general population.	All Belmont Students and Belmont Families	<p>October 22, 9th Grade Parent Meeting.</p> <p>Title I Meeting.</p> <p>November 6-7, Open School.</p> <p>December 15, SWD Parent Transitional Meeting.</p> <p>January 12, 10th Grade Parent Meeting.</p> <p>February 9, ELL Parent Meeting</p> <p>Electronic classroom communication is ongoing beginning September 2014 and continuing through the school year</p>	See Above
<ul style="list-style-type: none"> • Parent teacher grade level meetings will be held four times per year • Transition meetings for parents and students with IEP's to be held twice per year • Parent meetings for ELL's will be held twice per year • Incoming ninth graders and families to be welcomed to Belmont twice per year in November and again in June • Mentoring Latinas orientation for families • STEP student and family orientation • Parent and student college admissions seminars <p>Academic information will be shared through the following means which will break down the classroom walls:</p> <ul style="list-style-type: none"> • Google Classroom will be established beginning with ninth 	All Belmont Families	See Above	See Above

<p>grade science and mathematics, 9th grade special education science, and mathematics, 9th grade social studies, and 9th grade special education social studies</p> <ul style="list-style-type: none"> • Electronic Global History Textbook • Castle Learning for mathematics and science homework • Pupil Path student information system will be made available for the parents of all ninth graders beginning with our first ninth grade parent meeting and ongoing efforts at registering parents of students in other grades will continue. Currently the rate of registration is 16%. Our goal is to have 25% registration by June 2015 			
<p>This action plan is designed in order to create a transparent and open system accessible to all Belmont families.</p> <p>Family and school interaction will be increased through the following:</p> <ul style="list-style-type: none"> • Parent teacher grade level meetings will be held four times per year • Transition meetings for parents and students with IEP's to be held twice per year • Parent meetings for ELL's will be held twice per year • Incoming ninth graders and families to be welcomed to Belmont twice per year in November and again in June • Mentoring Latinas orientation for families • STEP student and family orientation • Parent and student college admissions seminars <p>Academic information will be shared through the following means which will break down the classroom walls:</p> <ul style="list-style-type: none"> • Google Classroom will be established beginning with ninth grade science and mathematics, 9th grade special education science, and mathematics, 9th grade social studies, and 9th grade special education social studies • Electronic Global History Textbook • Castle Learning for mathematics and science homework • Pupil Path student information system will be made available for the parents of all ninth graders beginning with our first ninth grade parent meeting and ongoing efforts at registering parents of students in other grades will continue. 	All Belmont Families	See Above	See Above

Part 4 – Resources Needed

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

- Belmont Administrative Staff
- Pedagogical Staff
- Parents and Students
- Guidance Staff
- New Visions Instructional Specialists
- Circular 6 professional assignment and calendar of meetings
- Computer resources

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

February 2, will be the midpoint in order to evaluate the progress. Benchmarks include:

1. Percentage of families enrolled in pupil path to increase from 16% to 20%
2. Measurement of number of distinct visits to belmontprephs.org website weekly with goal of week by week increase.
3. Percentage of families who have registered to receive e-mail will increase from 25% to 30%

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	35 students. Teacher identification based on baseline assessments and “mock” Regents exams administered throughout the year and previous exam score below 75.	Regents prep. class and tutoring with a focus on expository and persuasive writing and reading for information. Interactive writing, computer based learning (i-zone).	Small Group	Six Saturday sessions two hours each prior to Regents Exam.
Mathematics	83 student participants. Student scholarship, teacher identification based on common assessments and “mock” Regents exams administered throughout the year and previous exam score below 75.	Regents prep. Class during regular schedule which focuses on reviewing material based on identified individual student weakness.	Whole class, individualized based on student need	Offered during the school day and twice per week after school.
Science	53 students based on Student scholarship, teacher identification based on common assessments and “mock” Regents exams administered throughout the year and previous exam score below 75	Regents prep. class Interactive writing, computer based learning (i-zone) science literacy period.	Small group and whole class	Offered twice per week after school and six Saturday sessions two hours each prior to Regents Exam.
Social Studies	107 Students are identified based on past Regents scores and teacher administered “mock” Regents exams administered throughout the year.	Regents Prep. class during the regular school day focused on reviewing material based on identified student weakness. Interactive writing, computer based learning (i-zone).	Whole class and small group	Regular school day and six Saturday sessions two hours each prior to Regents Exam.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Five students based on guidance and staff recommendations.	Individual counseling provided by Montefiore Clinic psychologist and social worker	Individual	Regular School day
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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 including, A2i teaching math initiative, the BLC (Building Learning Communities) initiative and the Gilder Lehrman initiative for teaching American History.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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. Additionally, teachers will be selected to participate in CCLS training provided by the CFN including, A2i teaching math initiative, the BLC (Building Learning Communities) initiative and the Gilder Lehrman initiative for teaching American History. Principal Gumbs will participate in School Leaders Network series of monthly meetings for principals, and the APO will participate in the Assistant Principal Institute offered through the CSA and DOE.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- UFT Chapter chairperson, Principal, and other members of MOSL team attended summer training on MOTP (TEP) summer of 2014.
- September 2014, Individualized teacher conferences conducted with principal in order to determine individual teacher MOTP
- September 2014 MOSL team meets to determine measures of performance assessments to be used school wide.

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

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

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

Title I Part A (Basic)	Federal	\$329,669.00	x	1-8 11,12 16,17,18 20,21,22 24,25,26,27 30,31,32,33 35
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	\$11,200	X	1-8 11,12,13 16,17,18 20,21,22 24,25,26,27 30,31,32,33 35
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$2,478,076	X	1-8 11,12,13 16,17,18 20,21,22 24,25,26,27 30,31,32,33 35

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

(Required for All Title I Schools)

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

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

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

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
- ❖ Grade Level Parent Meetings (4 per year)
- ❖ Award Ceremony
- ❖ Orientation Meetings
- ❖ Updated website www.belmontprephs.org
- ❖ Online classrooms
- ❖ Electronic messaging to families
- ❖ E-textbooks
- ❖ Online homework assignments

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 integrates parental involvement programs and activities with all applicable Title I Funding and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

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

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

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

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

Belmont Preparatory HS School-Parent Compact

Belmont Preparatory High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 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.
13. Provide school based space with computer and telephone access for parent organization (after school hours on a pre-arranged basis in accord with all pertinent DOE regulations).
14. Provide electronic communications via pupil-path, belmontprephs.org and e-mail.
15. Begin the process of creating electronic classrooms accessible to families.

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.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 434
School Name type here		

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

Principal 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	Tot #
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	15		1	14		1	13		7	42

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	15	0	1	14	0	1	13	0	7	42
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	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
Intermediate(I)										8	4	0	5	17
Advanced (A)										7	6	5	4	22
Total	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/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	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	17	0	5	0
Geography	0	0	0	0
US History and	11	0	4	0
Foreign Language	3	0	3	0
Government	0	0	0	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:

- 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:
- 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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:

- 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:
- 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:
- 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:
- 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:
- 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:
- 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.
Beginnner 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 commom 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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish Check point A & B		
Social Studies:			
Math:			
Science:			

Courses Taught in Languages Other than English ⓘ

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

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

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

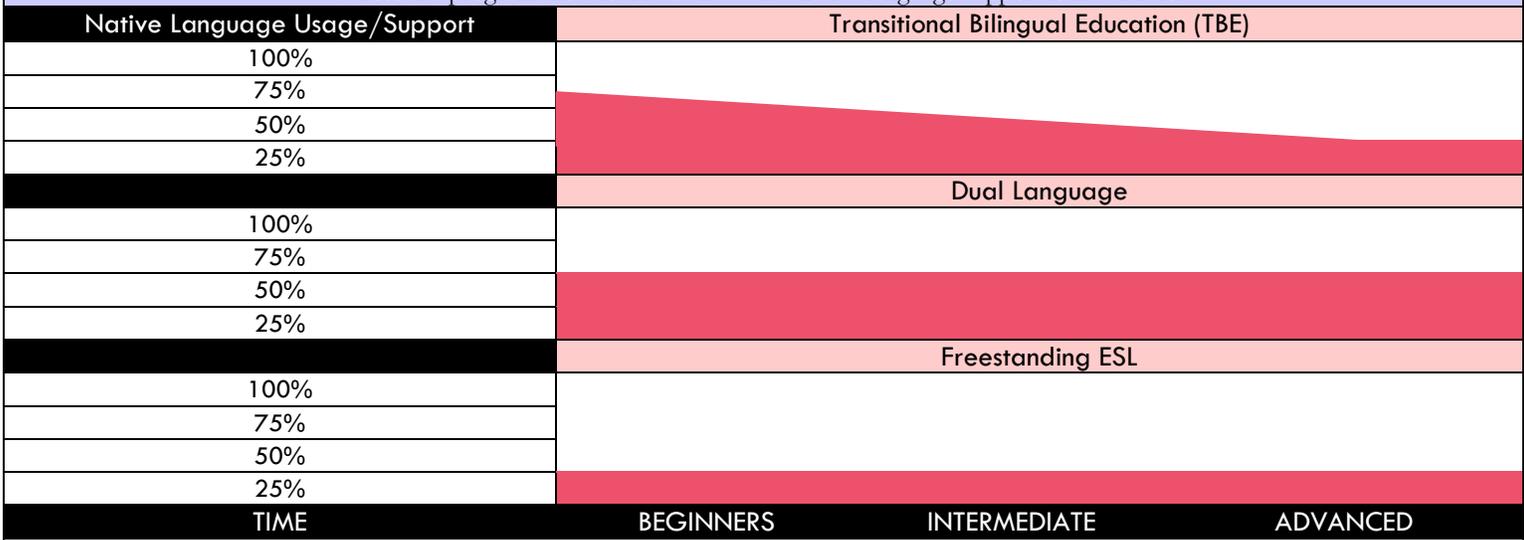
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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 grader are provided with a dedicated science literacy class conducted by the ESL teacher with the support of a licensed science teacher push-in. All ninth grade students are provided with an ESL teacher push-in during science lab. The science teacher and the ESL teacher work collaboratively to design lab groups of students based on the demands of the task and the students level of language fluency and apptitude for science. Students in need of improvement are targeted for academic intervention services in science twice a week and in math twice a week . Math, science and ESL teachers collaborate to provide students with the right tools to help them succede in these areas. History is targeted in the 10th and 11th grade and ELA is targeted in the 11th and 12th grade. Targeted students in the upper grades participate in our targeted tutoring program twice or four times a week based on a needs assessment. Services are provided in the target language with native language support as needed. ELL instruction is supported across all content areas through the use of technology, classrooms are equipped with smartboards, document cameras, mobile computer labs, and audio visual equipment such as cameras, video cameras, and tape recorders upon request. Teachers incorporate the use of available technology into their units and as part of special projects.
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 annul ELL Philadelphia and Washington DC trips are a success every year. During these trips ELL students are able to experience and develop a better understanding of United States history and its values. In addition, our 10th and 11th grade ELL students have the opportunity to participate in the ELL College Bound Saturday Program at Fordham Universtity. As part of this program students 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 addmitted 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 Spanisch as a foreign language to all non-Spanish Speaking ELLs. In the past we have also offered, French and Japanese as a foreign language, these programs are subject to student interest and request.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

- 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.
 - 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



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: Belmont Preparatory High School	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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: _____
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: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

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 established our "SABE (Saturday Academy Bi-literacy Enrichment)" program for our Bi-lingual/ Beginning ESL population and their families beginning in 2004. This program originally was designed to enhance the literacy skills of these students in math and science 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. As the program developed and evolved, we began to see other areas of focus which would benefit our English Language Learners. Our program is now comprised of three vital components including a Saturday Regent's Exam Review program, two in-class supplemental arts and literacy education programs, and an after-school mathematics and science tutorial program. Another vital component of our ELL enrichment 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. The Saturday Regents Prep for ELL's, conducted in English, will specifically focus on test-taking strategies for global history and English Language Arts, and will culminate in students taking two practice Global History Regents Exams and ELA Exams, areas in which Regents exam results have shown evidence of difficulty for our students. The Saturday Regents program begins in December and runs for three weeks prior to the Winter Break and resumes for three Saturdays prior to the January Regents. The Saturday program begins at 8:30 and concludes at 11:30. The Saturday program resumes again on April 25 and continues through Saturday June 13. Our after school Regents preparation program focuses on intense Science and Mathematics instruction. The science instruction occurs on Monday and Wednesday from 4:00 PM-5:00 PM and mathematics instruction from 3:00 PM-5:00 PM. Both programs are conducted in English. 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 especially history. As a result of a review of these statistics, we have crafted a program which provides supplemental Saturday instruction in English Language Arts, history, and after-school tutoring three days per week in Living Environment and mathematics. Additional supplies required for mathematics include graphing calculators to be used in preparing students for common core mathematics exams. During the regular school day, we have incorporated a team teaching approach for Living Environment in which our ESL teacher Ms. Lee is paired with a science teacher in order to incorporate ESL strategies into the science classroom. We have also expanded this program by incorporating a second special education teacher into the ESL Advanced classroom of Mr. Rowan. The special education teacher will not only serve the ELL's with IEP's, but will also incorporate additional differentiated instructional techniques to benefit the remaining ELL's in the classroom. Although this program is not funded through Title III, it is an integral part of our efforts to provide instructional support of our ELL's. A supplemental component of our program is a weekly partnership with Lincoln Center project LEAD (Learning English with Arts and Drama) and Project LEAP with focuses on the plays of August Wilson. Teaching artists work with 9th and 10th grade ELL's on a weekly basis in their ESL and ELA transitional classes 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. Although this program is not funded through Title III, it is an integral part of our ESL program and compliments our Saturday and PM school program. Title III direct

Part B: Direct Instruction Supplemental Program Information

instructional expenses for teacher per-session, \$6,720.00

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 daily basis for departmental conferencing and planning and monthly 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 through the crafting of aligned unit and lesson plans. Monday- Thursday, ESL teachers meet with ELA teachers in order to review strategies applicable to ELL's. These sessions are one hour long and integrated into the teacher school day. Our early release whole school professional development begins at 1:30 PM and runs through 4:30 PM eight times per year. All in school professional development is planned and conducted by Principal Stephen J. Gumbs, NYS certification in teaching English to Second Language Learners. 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 day per week PD includes: Assessment, Lesson planning, Effective group work, Infusing Literacy across the curriculum, The Principles of Learning, NY State Standards and daily instruction, Co-teaching, Use of technology, Project Based Learning, Differentiated Instruction for the ESL and EIP students, Creating and Understanding Rubrics, Creating a positive text rich classroom environment. In addition we have conducted training sessions in the administration and interpretation of the NYSESLAT 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. Melissa Mejias, New Visions curriculum specialist provides support through bi-weekly visits and meetings with Ms. Lee in addition to the monthly sessions. These sessions will allow Ms. Lee to share material with her ELA and ESL colleagues in order to ensure that ELL curriculum is aligned to CCLS. The monthly PD sessions are conducted by the CFN Leadership Development Facilitation team. Additionally, Mr. Scott Rowan, ESL teacher will be participating in a series of full day monthly Curriculum Development 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. Ms. Lee will continue to attend monthly professional development sessions with LEAD program through Lincoln Center. Most professional development is provided to us by our support organization, New Visions and is therefore provided at no additional cost. Project LEAD cost for 2014-15 is \$1,998.00.

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

Begin description here: Monthly Parent meetings will be held with parents of students participating in our Saturday and PM program. Meetings will take place from the start of the school year and continue through the month of May. 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 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. Letters and telephone calls will be sent to invite parents. Meetings are held on October 20, December 10, February 11, and May 4. Meetings will be facilitated by K. Arias, Bilingual Guidance Counselor, Mr. B Carvajal, AP and Mr. S. Gumbs, Principal. These sessions will be held in English with bilingual Spanish translation. Meetings are one hour in duration from 6:00 PM-7:00 PM as part of our monthly Parent Association Meetings. Cost for parental seminars excluding per-session activities is approximately \$500.00

Part E: Budget

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

Allocation Amount: \$0

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	_____	_____

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____