

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X434

School Name:

BELMONT PREPARATORY HIGH SCHOOL

Principal:

STEPHEN JOSEPH GUMBS

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Belmont Preparatory High School School Number (DBN): 10x434
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: Stephen J. Gumbs
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Filiberta Garcia
Student Representative(s): Dean Trusty
Tira Powell

District Information

District: Bronx District 10
(Affinity Group) Superintendent: Juan Mendez
30-48 Linden Place
Superintendent's Office Address: Flushing, NY 11354
Superintendent's Email Address: jmendez2@schools.nyc.gov
Phone Number: 718-281-7695 Fax: 718-935-2246

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street Brooklyn NY 11201
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-2246

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Lisa Sheiman	*UFT Chapter Leader or Designee	
Vacant	*PA/PTA President or Designated Co-President	
Sara Rodriguez	DC 37 Representative (staff), if applicable	
Filiberto Garcia	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Dean Trusty	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tira Powell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lilian Faria	UFT	
Carolyn Branch	Parent/SWD’s	
Maria Reyes	Parent/Title III	
Mariam Castillo	Parent	
Stephen J. Gumbs	Chair	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 409 students and can boast a low student to teacher ratio of fewer than 15:1. 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 409 students, in accordance with our mission, we offer over a two year cycle, six Advanced Placement Courses including Environmental Science, U.S. History, English Literature, Spanish Literature, World History, and Physics. 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, Choral and instrumental Music, Creative Arts, Art History, Forensic Science, and Spanish. 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 ENL'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 2015-16 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 led symposia, creation of 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 for all students including ENL's and students with IEP's. 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 Families and Opportunities

In aligning with The Framework for Great Schools, we endeavor this year to expand our community and parent involvement component. We strongly 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. Additionally, learning takes place at home with in a way that is reinforced by classroom instruction. As such, we are expanding our Google Classroom model in a way that breaks down the traditional classroom walls and truly expands our home/ school nexus of partnership.

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. Each year seventy individual students, almost twenty percent of our population have the opportunity to participate in these overnight college trips. 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, Georgetown University, Harvard University, Northeastern University, Boston University, Boston College, 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 through The A-List and Ramp Up 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. During the 2015-16 school year we will participate with Bronx High School for Law and Community Service, TAPCO, Pelham Prep. Bronx Leadership H.S. and Pelham Prep. H.S. as part of the Learning Partners Program in order to facilitate improved teacher teamwork at grade level and across the curriculum and to develop the leadership capacity of our L.P.P. teacher leaders. The teacher leaders participating in the L.P.P. program will facilitate our grade level and departmental meetings

At Belmont 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 Spain. 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 financing their dreams and budgeting their personal resources.

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 2015-16. 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. We have also applied for the New Visions for Public Schools Global History Curriculum Pilot Program, the U.S. History Curriculum Pilot Program, and the Living Environment Curriculum Pilot 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. In the Spring of 2015 we offered our Class of 2019 two orientation sessions, one for English speaking families and one for Spanish speakers. As a result of this dual approach, we increased our parental and student participation at our orientations to eighty students and their families out of an incoming class of 120 students from only sixty six in 2014.

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
- Dartmouth College
- Stanford University
- Babson College
- Vassar College
- Fordham University
- The George Washington University
- John Jay College
- Hofstra University
- Holy Cross College
- Pace University
- NYU
- Northeastern University
- Penn State University
- The University of Rochester
- Syracuse University
- SUNY Buffalo

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.

10X434 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	415	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	13	# SETSS	1	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	2	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.7%	% Attendance Rate			88.6%
% Free Lunch	80.7%	% Reduced Lunch			9.3%
% Limited English Proficient	10.2%	% Students with Disabilities			15.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			29.0%
% Hispanic or Latino	66.3%	% Asian or Native Hawaiian/Pacific Islander			2.2%
% White	2.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			22.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	47.7%	Mathematics Performance at levels 3 & 4			63.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	92.5%	% of 2nd year students who earned 10+ credits			79.4%
% of 3rd year students who earned 10+ credits	63.6%	4 Year Graduation Rate			69.8%
6 Year Graduation Rate	76.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

For the past four years, as we review our student data, one stark trend becomes apparent, the graduation rate has remained near 70% for the past two years however, the graduation rate has dipped below historical averages. 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 (2014-15 statistics are not yet available). Furthermore, of the 2017 student cohort, a mere 8% of students were retained in the ninth grade for the 2018 student cohort, the preliminary statistics appear to align with this trend. 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. For the 2017 cohort however as we have begun to implement this goal, we are seeing in preliminary data, that 88% of current tenth graders, based on Fall 2014 data, are projected to move to the eleventh grade with their cohort. The overall trend for the 2019 cohort indicates that students earning ten credits or more and moving to the next grade level continues to remain high at 89%. These trends however do not hold true for our graduation rates, specifically for the 2015 class which inclusive of August 2015 graduates was only 64%. Although the number of students retained from the tenth through eleventh grade does not increase markedly, we see that upon graduation, almost 36% 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 have remained static, in the mid to upper 60th percentile. As a result of this lack of progress we identified in June of 2013, four areas of particular need for improvement. In the first year of our efforts we saw an increase in the passing rate for the Global History and Geography exam. For the June and August 2015 administration of the Global History and Geography exam, we have begun to see the success of our efforts with an 81% overall passing rate for these two administrations. For the U.S. History exam, June and August administrations, the same trend holds true with an 84% overall passing rate.

1. Commonly aligned collaboratively planned courses
2. Commonly aligned performance tasks

3. Partnership with L.PP schools in order to foster teacher leadership and consistency of curriculum as we continue to address the lack of engagement in the tenth grade.

4. Increased student engagement

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

An overall increase of 3% in exam passing rates by June 2016 as measured against June 2015 Regents exam passing rates for first time test takers, for the deficiencies identified in our needs assessment: Global History Regents Exam, U.S. History Regents Exam, Algebra Common Core Exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>This goal is part of a multi-year four-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. 4. Improve the functionality of grade-level teams. 	<p>Belmont Prep Pedagogical staff</p> <p>All Students</p>	<p>Beginning 2015 and through the 2015-16 school year culminating in June 2016.</p>	<p>Administrative Staff</p> <p>Pedagogical Staff</p> <p>Guidance Staff</p> <p>New Visions Instructional Specialists.</p>

<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. 			
<ol style="list-style-type: none"> 1. Teachers will analyze disaggregated data for ENL’s and SWD’s in order to evaluate student outcomes for these sub-groups as compared to the overall population. 2. 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. 3. Assessments will reflect multiple approaches to student learning and will provide for multiple modes of student assessment, including multiple options for 	<p>ENL’s, SWD’s, Over-Age/Under-credited Students</p>	<p>Each marking period (Oct. 23, 2015, December 4, 2015, January 22, 2016, March 18, 2016, April 22, 2016, June 13, 2016).</p>	<p>Administrative Staff, pedagogical staff and guidance staff.</p>

<p>expression and multiple media for communication following the UDL Guidelines.</p> <p>4. Teachers will create individualized intervention plans for overage and under-credited students and those academically at risk.</p> <p>5. Ninth and tenth Grade teachers will collaborate with New Visions for Public Schools Global History Pilot in order to build resources to create an engaging classroom environment that works within the New Common Core-aligned NYS Social Studies framework.</p> <p>Blended Learning Communities) for the ninth grade and tenth grade will help us to pilot the NVPS Global History and Geography Curriculum which will naturally compliment our cross-curricular work that is so integral to the learning of our ninth graders. As we continue to develop cross-curricular lessons with the ninth grade ELA teachers, we will be able to incorporate more fully the original source documents from the NVPS Global Curriculum into our overall approach to the ninth grade student course-work and this year our tenth graders, providing a holistic benefit to the collaborative learning structures already in place.</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 ENL's. We will conduct grade level meet and greets for each grade beginning in September through October.</p>	<p>Belmont Staff, Parents, Families</p>	<p>September 16, 17, 21, 22. October 24, November 14, November 19, November 20 December 16, January 13, February 10, March 10, March 11, April 13, May 18, June 2.</p>	<p>All Staff</p>
<p>Continue to expand our Google online classrooms and offer parental tutorials on navigating the online classroom environment.</p>	<p>Belmont staff, families</p>	<p>Ongoing</p>	<p>All staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Belmont Administrative Staff- Per-Session Supervision for LPP 2 hours per week x 2 A.P."s • Pedagogical Staff-Per Session postings for LPP, once per week, 4 teacher leaders, 2 hours per week. • Parents and Students • Guidance Staff-Per Session

- New Visions Instructional Specialists- Professional Development for LPP, Global History Curriculum Pilot, Gilder Lehrman Institute, U.S. History Pilot Curriculum, A2i Common Core Algebra Professional Development- All require per-diem substitutes.

- Monthly Early Release for professional conferences

- SBO vote for early release

Circular 6 professional assignment and calendar of meetings

Part 4b. 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 SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 for January 2016 will be measured against June 2015 Regent exam results with an interim goal of a 3% increase in the passing rate.

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-40’s

Additionally, marking period grades will be evaluated in order to determine individual student goals, progress towards achievement, and modification of goals when necessary.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

2014-15 marked a continued decline in the number of safety related incidents as has been the case over the course of the past five years. According to OSYD posted information, there were only four incidents of student violence in the 2013-14 school year. Overall, data for the 2014-15 school year indicates a major decrease in the overall number of infractions in the school, level from 58 in 2013-14 to 44 in 2014-15, level four infractions remain identical at 20. Additionally, as a result of our continued reliance on a restorative approach, the number of incidents of insubordination B-21 dropped from 21 in 2013-14 to only 8 in 2014-15. Respect, restorative justice, and peaceful conflict resolution has become a centerpiece of our school culture. As a result, suspensions year to year have declined over the past five years both for principal’s and superintendent’s level suspensions as reflected in OSYD data. 2014-15 data indicate a decline to 34 total suspensions down from 2012-13 which saw 83 total suspensions. Data from indicates that the number of suspensions increased for the 2014-15 school year from 26 to 34 over the 2013-14 school year. This trend however, reflects an overall increase in the number of superintendent’s suspensions which rose to nine. This trend while disturbing, is reflective of five incidents of violence which occurred outside of the school, but with a school nexus related to online social networking. Due to the severity of these incidents, the incidents were addressed at a superintendent’s level.

Additional positive trends with regard to the overall supportive environment we have created at Belmont indicates that in 2014-15 there was no disparity in the number of male/female suspensions 17 male, 17 female suspensions and the number of black males suspended remains below their percentage of the overall population (six black males suspended in 2014-15). Additionally, students report in the school survey that that they strongly agree or agree that they feel safe in classes (96% strongly agree or agree) and in hallways, in bathrooms, locker rooms, cafeteria (84% strongly agree or agree). However, based on the school survey, 39% of students reported that they felt unsafe outside and around the school while 21% report feeling unsafe traveling between home and school. The disparity from inside the school building to outside and around the school building indicates that the Fordham Community and the NYPD must address the overall safety of the Fordham Road corridor on which we are located and specifically the area around Fordham Plaza which is a major transportation hub and continues to be a gathering spot for undesirable activities unrelated.

Also based on school survey results from 2014-15 and despite the positive trends in creating a school environment that is safe and marked by respect for all, in 2013-14, 64% of students reported that there were enough activities to keep students interested in school. By 2014-15, this number increased to 70% of students reporting that there are enough activities to keep them interested in school. As a result, of this finding from 2013-14, we embarked on an effort to create additional positive activities for students in the 2014-15. We will be keenly reviewing the data in order to determine how best to modify this goal in order to continue to address student needs and concerns. Preliminary internal data related to student participation in school activities indicates that we have increased the number of students participating from fewer than sixty to more than ninety individual participants (many students participate in multiple activities, but are only counted once for this study). This preliminary statistic shows the desired result of our 2014-15 focus, however, taken together with a graduation rate of under 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 still not doing enough to provide a supportive and engaging school environment. 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 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 through additional clubs, family activities, and one-time celebrations. Progress will be measured using the 2015-16 school survey results, specifically related to supportive environment as well as overall numbers of students who participate in extra-curricular activities such as clubs and PSAL activities and newly created programs to promote student engagement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>Increase student participation in the school community through:</p> <p>1. Increase the number and variety of student clubs and activities including the following:</p> <p>a. Swim Club</p> <p>b. Soccer Club</p> <p>c. Chess Club</p>	<p>All Belmont Students and families</p>	<p>September 2015-June 2016</p> <p>Saturday Academic Intervention begins November 7 and runs weekly through June 11, 2016.</p>	<p>Belmont administration, teachers, support staff, students and families.</p>

<p>d. Belmont Ambassadors Service Club</p> <p>e. M.S. 45/ I.S. 254 Peer tutoring Network</p> <p>f. Community Service and Outreach</p> <p>g. Drama Club</p> <p>h. Peer Tutoring</p> <p>i. Mural and Beautification Project</p> <p>j. Talent Show</p> <p>k. GeneratiOn</p> <p>l. Photography Club</p> <p>m. Student Newspaper (electronic)</p> <p>n. Travel Club</p> <p>o. Student Leadership Advisory Council</p> <p>p. LEAP on Stage</p> <p>q. Theater for a New Audience</p> <p>r. Peer Health Initiative</p> <p>2. Offer additional opportunities for students to organize and plan activities that will be designed to increase student participation in the life of the school as well as family involvement. Events will include:</p> <p>a. Pep Rally</p> <p>b. Dances and other social events</p> <p>c. School Beautification Project</p> <p>d. Dance-a-thons and other competitions</p> <p>e. Talent Show</p> <p>f. Fall Family Fun Day</p> <p>3. Project LEAD and LEAP for ENL's</p>		<p>All activities begin in October and run weekly through May 30, 2016</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 expansion (from eight computers to fourteen) 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 in partnership with A-List SAT prep.</p> <p>10. Electronic learning roll-out with student online access for</p> <p>a. Discovery Education</p> <p>b. Expansion of Google Classroom</p> <p>c. I-Zone</p> <p>d. Castle Learning</p>			
<p>SWD's with Regents scores of 64 or below will be scheduled for Saturday and PM Regents tutoring</p> <p>ENL'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 ENL's</p>	<p>SWD's</p> <p>ENL's</p> <p>Overage/under-credit students</p> <p>All students with Regents scores below 75</p>	<p>Ongoing throughout school year with specific dates Beginning November 7 and concluding June 11, 2016</p>	<p>Belmont Staff and students</p>
<p>Parents will be notified of all activities via Belmont Prep. website, www.belmontprep.org</p>	<p>All Belmont Families</p>	<p>Throughout the school year.</p>	<p>Belmont staff, students, families.</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 including:</p> <ol style="list-style-type: none"> 1. Grade level meet and greet 2. Title I, SWD and ELL meetings 3. Travel Club Parent Meetings 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Belmont Administrative Staff- Supervisory Per session supervision 3 hours per day, Monday-Thursday • Pedagogical Staff coordination of student clubs and activities, 22 hours of pedagogical per-session per week. • Parents and Students • Guidance Staff- 6 hours per-session per-week, College Now and 3 hours per-week parental outreach. • Per-Session postings 1-14 School year 2015-16 											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>Monthly review of all extra-curricular activities will be evaluated for success as evidenced by:</p> <ol style="list-style-type: none"> 1. Number of activities meeting weekly increased from six to ten as compared to 2014-15. 2. Number of special events and activities will increase from four per year (vs. 2014-15)to six per year including, pep-rallies, and talent/music shows.

3. Increase in the number of students participating in extra-curricular activities from over ninety distinct student participants (2014-15) to 100+ in 2015-16 to 100 which equals 25% of our school population.

Tutoring and academic activities to be evaluated by June 30 2016 in comparison to prior year's academic and Regents passing rates and to individual student success rate as measured against June 2015 academic and Regents passing rates.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

For the past four years, as we review our student data, one stark trend becomes apparent, the graduation rate has remained near 70% for the past two years however, the graduation rate has dipped below historical averages. 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 2014-15 statistics indicate that the trend remains positive with 92% earning ten or more credits in ninth grade. Furthermore, of the 2017 student cohort, a mere 8% of students were retained in the ninth grade for the 2018 student cohort, the preliminary statistics align with this trend. 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. For the 2017 cohort however as we have begun to implement this goal, we are seeing in preliminary data, that 88% of current tenth graders, based on Fall 2014 data, are projected to move to the eleventh grade with their cohort. The overall trend which has carried over to the graduation rate is what we aim to reverse through the second year of this targeted action. Although the number of student s retained from the tenth through eleventh grade does not increase markedly, 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. Furthermore, our Quality Review in January 2015 highlighted significant areas of concern with regards to the strength of our teacher teams and specifically the effectiveness of the teams and the deficiency of teacher leadership. As the Quality Review highlighted, the effectiveness of teacher teams is uneven and in some cases it appears that teams are not functioning in a productive manner at all. As a result, we have identified three areas of particular need for improvement which will be led by strong teacher teams with a clear emphasis on facilitating true collaboration among pedagogues and distributed leadership :

1. Commonly aligned collaboratively planned courses
2. Commonly aligned performance tasks

3. Partnership with LPP schools in order to foster teacher leadership and consistency of curriculum as we endeavor to address the lack of engagement in the tenth grade.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal is to foster continued collaborative culture among teachers through the establishment of teacher led daily departmental (4 times per week), and once per week grade level meetings facilitated by teacher leaders participating in the Learning Partners Program Bronx Consortium of Secondary Schools in order to evaluate and revise CCLS aligned curriculum and craft and evaluate unit plans and performance tasks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>This goal is part of a multi-year five-point 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. 	<p>Belmont Prep. Teachers</p>	<p>September 8, 2015 all teachers receive professional development for instructional priorities in 2015-16 school year.</p> <p>Beginning September 8, 2015, and twice weekly through June 2016, teachers will meet as part of subject area teams in order to revise curriculum and craft rigorous common tasks.</p>	<p>Administrative staff Pedagogical staff New Visions Instructional Specialists</p>

<p>4. Developing teacher capacity to lead departmental and grade level teams through the process of inquiry.</p> <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>1. U.S. History Regents passing rate increase of 3% over June 2015.</p> <p>2. Increase in U.S. History Regents passing rate of 10% for students who have taken the exam more than once.</p> <p>3. Increase in Global History Regents passing rate of 3-% over June 2015</p> <p>4. Students earning ten credits or more in tenth grade will increase to 93%.</p> <p>5. Increase in attendance by 5% points for students in lowest performing 10% of each grade level (as measured by scholarship data)</p> <p>6. Overall increase of 3% in passing rate on common core algebra and ELA exams over June 2015 results.</p> <p>Improvement in overall scholarship as measured by an increased percentage of passing grades in each grade level of 3%.</p> <p>Professional development sessions which will focus on:</p> <p>Use of rich source texts and textual evidence in writing tasks</p>		<p>Beginning September 2015 and continuing through June 2016 teachers will meet twice weekly in grade level teams in order to craft and revise common curriculum and rigorous common core aligned grade level 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 monthly professional development sessions</p>	
---	--	--	--

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:

1. MOSL data,
2. PSAT and SAT results
3. Student self-assessment data
4. Scholarship data
5. Regents results
6. Grade level common Assessments.

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.

Global History teachers will participate in the New Vision Global History and Geography Pilot curriculum project.

Partnership with L.PP schools in order to foster teacher leadership and consistency of curriculum as we continue to address the lack of engagement specifically in the tenth grade.

Grade level teams will meet twice per week in order to analyze student performance data, review curriculum and develop common strategies and tasks across the subject areas.

<ul style="list-style-type: none"> • Teachers will analyze disaggregated data for ENL'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, ENL's Overage/under-credited students.</p>	<p>Beginnings September 2015 and concluding June 2016.</p>	<p>Administrative Staff Pedagogical Staff New Visions Instructional Specialists</p>
<ul style="list-style-type: none"> • 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 ENL's. • Increased use of Google online Classroom throughout all departments • Monthly teacher driven homework helper sessions for parents with a specific departmental focus. • Increased use of online learning for homework and projects. 	<p>Belmont teachers, parents, and students.</p>	<p>Grade Level Parent Meetings, Monthly Parent Association Meetings SLT Meetings Dates</p>	<p>Belmont Teachers Administrators Parents Students Partner Organizations</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Belmont Administrative Staff- Daily staff departmental meetings- no extra resources required • Pedagogical Staff- Daily staff departmental meetings- SBO vote June 2015- no additional resources needed. LPP Team per-Session, 2 hours per week per teacher, four LPP Teacher leaders. • Parents and Students • Guidance Staff

- Per-diem coverage for teacher P.D.
- Monthly Early Release for professional conferences- schedule change submitted.
- SBO vote for early release- June 2015
- Circular 6 professional assignment and calendar of meetings approved June 2015
- Computer resources-acquired in previous years- no additional resources.

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2016.

Benchmarks include:

1. Student completion of common writing tasks, projects, seminars and symposia as indicated in school-wide instructional focus.
2. Review of teacher generated agendas and reflections as part of professional development protocols with a goal of 100% compliance by all departments in creating weekly agendas and goal setting through our Google Doc system at www.belmontprephs.org.
3. Improvement in teacher performance with an increase of 10% over 2014-15 of teachers receiving effective rating and a 5% increase teachers receiving highly effective ratings in Danielson Rubric evaluation for domains 1A, 3C, and 4E.
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 2016 ten credits or more for the school year will increase by 2%.
5. The Learning Partners protocol for classroom inter-visitations will be used to evaluate the progress teachers are making towards true collaboration, with the first inter-visitation on November 17. The protocol will focus on assessing the quality of the schools' overall instruction through feedback from our Learning Partner schools using The Danielson Framework and The Framework for Great Schools. as the rubrics.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based in part on an analysis of the January 2015 Quality Review, the principal and administrative team has identified these specific targets for effective school leadership goals for 2015-16. Q.R. findings indicate that “some teachers meet regularly to collaboratively plan lessons. Other teachers are not available due to scheduling conflicts and other assignments.” Additionally, the agendas are rather vague and general. Furthermore, findings indicate that there is no true teacher leadership in the team meetings and that there is no forum for “teacher leaders to share team progress towards shared goals with school leaders.” The Q.R. highlighted two areas in particular for improvement. These include:

1. Distributive Leadership
2. Effective Functioning of grade level and departmental teams.

Furthermore, the following information has been shared by teachers during monthly surveys conducted at professional development conferences.

- A common planning protocol for teachers is lacking and needs to be developed.
- Teachers report that professional development is not always practical and relevant.
- 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Improve and solidify the distinct Belmont Preparatory High School culture through 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 service leadership program by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<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 2015-16:</p> <p>Improvement of the quality of questions.</p> <p>Focus on discussion techniques and facilitation of discussion.</p> <p>Crafting and refinement Common Core aligned units, including rigorous assessments and performance tasks.</p> <p>Improvement of the function of teacher teams at the departmental and grade level, including the fostering of distributive leadership roles through:</p> <ol style="list-style-type: none"> 1. Teacher Team Leaders 2. Bi-weekly team leader consultation and reports to members of administrative staff. <p>Rigorous Instruction will include:</p> <p>Writing Goal: Students will write a minimum of six essays (one per marking period) in ELA, two</p>	<p>Teachers</p> <p>Students</p>	<p>Beginning September 2015, and four times weekly through June 2016, teachers will meet as part of subject area teams under the guidelines of LPP teacher leaders 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 October 27, December 8, January 30, March 22, May 3, and June 28.</p> <p>School-wide professional development sessions of</p>	<p>Belmont Administration</p> <p>Belmont Teachers</p> <p>Guidance Staff</p> <p>Social Workers</p> <p>Belmont Support Staff</p> <p>Belmont Students</p> <p>Parents and Families</p> <p>Instructional Support Staff</p>

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.

Global History instructors will participate in the New Visions Global History Curriculum Pilot 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.

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:

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:

- o MOSL data,
- o PSAT and SAT results
- o Student self-assessment data
- o Scholarship data

Student engagement in the life of the school will be increased through a strategy that begins with the Principal's Student Advisory Council:

- 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 • Talent Show • Student Leadership Service Club • Travel Club • National Honor Society Chapter <p>Additionally, the principal will continue 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>Addressing the needs of specific subgroups</p> <ul style="list-style-type: none"> • In order to close the achievement gap between ENL's, SWD's and the general population, a priority will be placed on teacher analysis of disaggregated data for ENL's and SWD's in order to evaluate student outcomes for these sub-groups as compared to the overall population. 	<p>SWD's</p> <p>ENL's</p> <p>Overage/under-credited students</p> <p>SITH</p>	<p>See Above</p>	<p>Belmont Administration</p> <p>Belmont Teachers</p>

<ul style="list-style-type: none"> • 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>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>-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>Belmont Families</p> <p>Belmont Students</p>	<p>Meeting Dates TBD</p>	<p>Belmont Administration</p> <p>Belmont Teachers</p> <p>Belmont Partner Organizations</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Belmont Administrative Staff- daily departmental meetings- no additional resources needed.
- Pedagogical Staff- per-session activity for LPP two hours per week four teacher leaders once per week.
- Parents and Students
- Guidance Staff
- New Visions Instructional Specialists. Per diem substitutes for professional development coverage.
- Monthly Early Release for professional conferences
- SBO vote for early release- June 2015
- Circular 6 professional assignment and calendar of meetings

Computer resources

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Periodic evaluation will occur using the Learning Partners protocol for classroom inter-visitations beginning with our first inter-visitation on November 17. The protocol will focus on assessing the quality of the schools' overall instruction through inter-visitation and feedback from our Learning Partner schools using Danielson Framework and the Framework for Great Schools as the rubrics.
2. Student engagement will be measured through the total number of individual students who participate in extra-curricular activities and programs as measured against the 2014-15 school year. A midpoint increase of sixty individual students participating in one or more extra-curricular activities as of February 2016.
3. An increase of 5% (from 80-85%) on the school survey in the number of students who report that there is a wide enough variety of activities to keep them interested in school.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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. In the 2014-15 school year, the PA went into abeyance with neither a coterie of parent leaders stepping forward, nor did the parents move to hold an election and reformulate the PA. The principal scheduled grade level parent meet and greets as well as parent meetings school-wide four times during the school year. A core group of parents began to emerge that are willing to assume leadership roles and work towards renewing the Parent Association. Also, two orientations were held for the incoming Class of 2019 in order to better communicate with our Non-English speaking Spanish parents. This was also done in part to further recruit parent leaders from both the English speaking and non-English speaking community. This tactic resulted in our best attendance for a ninth grade orientation ever, with over 70 students and their families in attendance. Finally, the 2014-15 school year, with the addition of grade level conferences, saw an increase over regularly scheduled open school conferences, with over 40% of parents meeting with teachers either at regularly scheduled open school meetings or the grade level conferences. In order to further accommodate as many parents at meetings as possible, we see it as necessary to continue to expand the number and type of meetings as well as the manner in which we communicate with parents. This includes online through the Belmont Prep. website, through electronic messaging, and through Google Classroom platform and Skedula.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will develop increased collaboration and further family ties with a focus on electronic communication and the use of technology that extends instruction beyond the boundaries of the classroom as measured by the total number of students using Castle Learning, Google Classroom, and the number of parents accessing student reports on Skedula. Use of electronic classrooms and parental use of Skedula will increase to 30% of the pedagogical staff and parent population respectively as measured from June 2015- June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Increase partnerships by working with the following organizations:</p> <ol style="list-style-type: none"> 1. Let’s Get Ready SAT Prep. 2. The A List SAT Prep. 3. Healing Arts Initiative 4. Project LEAP 5. The College Board <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 ENL’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 	<p>All Belmont Students</p> <p>Belmont Families</p>	<p>Partnerships with Bronx Community College College Now SAT Prep. organizations to begin October 2015 and twice weekly through May 2016</p> <p>Project LEAP beginning October 2015 and weekly through May 2016</p> <p>Google Classrooms available September 2015</p> <p>Community Meetings September 16, 17, 21, 22, 28, October 23, 24, November 14, 19, 20, December 16, January 13, February 10, March 10, 11, April 13, May 18.</p> <p>Title I Meeting November 19.</p> <p>SWD Parent Transitional Meeting December 16.</p>	<p>Belmont Support Staff</p> <p>Belmont Students</p> <p>Belmont Families</p> <p>Partnership Organizations</p>

<ul style="list-style-type: none"> • 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 and online science textbooks. • Castle Learning for mathematics and science homework <p>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>		<p>ENL Parent Meeting, January 13</p> <p>Electronic classroom communication is ongoing beginning September 2015 and continuing through the school year</p>	
<p>Action plan for subgroups is undifferentiated from the general population, with the exception of specific parent meetings for subgroups including:</p> <ol style="list-style-type: none"> 1. ENL specific Parent Meetings. 2. SWD's parent meetings. 	<p>All Belmont Students and Belmont Families</p>	<p>See Above</p>	<p>See Above</p>
<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> <p>Parent teacher grade level meetings will be held four times per year</p> <p>Transition meetings for parents and students with IEP's to be held twice per year</p>	<p>All Belmont Families</p>	<p>See Above</p>	<p>See Above</p>

<p>Parent meetings for ENL's will be held twice per year</p> <p>Incoming ninth graders and families to be welcomed to Belmont twice per year in November and again in June</p> <p>Mentoring Latinas orientation for families</p> <p>STEP student and family orientation</p> <p>Parent and student college admissions seminars</p> <p>Academic information will be shared through the following means which will break down the classroom walls:</p> <p>Google Classroom will be expanded from ninth grade science and mathematics, 9th grade special education science, and mathematics, 9th grade social studies, and 9th grade special education social studies to include ESL instruction in 10th and 11th grades, U.S. History and Global History instruction in 10th and 11th grades.</p> <p>Castle Learning for mathematics and science homework</p> <p>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>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Belmont Administrative Staff- Supervisory per-session Monday-Thursday three hours per day. • Pedagogical Staff- per session

- Parents and Students
- Guidance Staff-per-session college now six hours per week and three hours per week for parent outreach.
- New Visions Instructional Specialists
- Circular 6 professional assignment and calendar of meetings-June 2015

Computer resources

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

February 2016, will be the midpoint in order to evaluate the progress. Benchmarks include:

1. Percentage of families enrolled in pupil path to increase from 19% to 25%
2. Measurement of number of distinct visits to belmontprephs.org website weekly with goal of week by week increase.

Percentage of families who have registered to receive e-mail will increase from 29% to 35% of the school population.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	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 Class and Small group	Regularly scheduled into program, after school, six Saturday sessions two hours each prior to Regents Exam. 9th grade Saturday Intervention Academy for ESL and ELA beginning Nov. 7, 2015 and concluding June 11, 2016.
Mathematics	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 and small group, individualized tutoring based on student need	Offered during the school day and twice per week after school, six Saturday sessions two hours each prior to Regents Exam.
Science	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. 9th grade Saturday academic intervention program for Living Environment beginning November 7, 2015 and concluding June 11, 2016
Social Studies	Students are identified based on past Regents scores	Regents Prep. class during the regular school day focused	Whole class and small group	Regular school day, twice per week after school, and six

	and teacher administered “mock” Regents exams administered throughout the year.	on reviewing material based on identified student weakness. Interactive writing, computer based learning (i-zone).		Saturday sessions two hours each prior to Regents Exam. 9th grade Saturday academic intervention program beginning November 7, 2015 and concluding June 11, 2016.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	based on guidance and staff recommendations OORS reports, referrals, parental reports.	Individual counseling provided by Montefiore Clinic psychologist and social worker	Individual and group.	Regular School day

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 section where the response can be found [for example, Section 5A-Part 4].
- 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 Common Core Learning Standard training provided by the CFN including, A2i teaching math initiative, the New Visions Global History Common Core Pilot initiative and the Gilder Lehrman initiative for teaching American History. Five teacher leaders will participate in the Learning Partners Program training each month.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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. Five Belmont teachers will participate in the LPP as teacher leaders. These teachers in science, special education, ESL/ELA and social studies will coordinate and lead common planning and will present the materials during common professional development sessions. Additionally, teachers will apply to participate in CCLS training provided by the CFN including, A2i teaching math initiative, the Gilder Lehrman initiative for teaching American History and the New Vision Global History Common Core Pilot. Administration will also participate in LPP.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

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).

Not Applicable

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.).

Not Applicable

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 2015 TBD.
- September 2015, Individualized teacher conferences conducted with principal in order to determine individual teacher MOTP
- September 2015 MOSL team meets to determine measures of performance assessments to be used school wide.
- Grade level and departmental team meetings.

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, 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	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> , section references where a related program activity has been described in this plan.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	303,292.00	x	Sections 5a, b, c, d, e
Title II, Part A	Federal	0		Sections 5a, b, c, d, e
Title III, Part A	Federal	0	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,635,464.00	x	Sections 5a, b, c, d, e

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP)

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 the school. **Belmont Preparatory High 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Belmont Preparatory High School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Belmont's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain dedicated staff to serve as a liaison between the school and families. Staff will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. Staff will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- staff will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

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

School-Parent Compact (SPC)

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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: <u>Belmont Preparatory High School</u>	DBN: <u>10x434</u>
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
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: <u>6</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>4</u>

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 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

Part D: Parental Engagement 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 <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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Stephen J. Gumbs	Assistant Principal Bayardo Carvajal
Coach Scott Rowan	Coach Jee Hai Lee
ENL (English as a New Language)/Bilingual Teacher Jee Hai Lee	School Counselor Keira Arias
Teacher/Subject Area Thomas Alexiou	Parent Raisa Matos
Teacher/Subject Area Maria Tonelli	Parent Coordinator N/A
Related-Service Provider Gary Grover	Borough Field Support Center Staff Member
Superintendent Juan Mendez	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	434	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	11
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	15	4	0	8	0	3	8		5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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										21	5	3	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										5				0
Emerging (Low Intermediate)										3	1	1		0
Transitioning (High Intermediate)										2	1	1		0
Expanding (Advanced)										12	3	1	1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										6	5	8	2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										1	0	2	0	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	4	0	2	0
Integrated Algebra/CC Algebra	9	9	2	2
Geometry/CC Algebra	1	0	0	0
Algebra 2/Trigonometry	2	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	1	0	0
Living Environment	10	10	1	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3	0	0	0
Geography				
US History and Government	1	1	0	0
LOTE	0	0	0	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Students take the NY performance task in every English class. Teachers analyze the performance data in collaborative teams and design activities to address student deficiencies.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Students continue to struggle with reading and writing skills and their ability to synthesize information.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The school does not use the AMAO tool, we use the student sorter provided by the support organization.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
N/A, we do not implement ELL periodic assessments.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A we do not have grades K-5.
- How do you make sure that a student's new language development is considered in instructional decisions?
Students are programmed with Native Language Speakers Teachers when available.
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A we do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of our FENL program is measured by our graduation rate.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 1. Parents are given the HLIS by the Guidance Counselor registering the student (Ms. Arias for 9-10 and Ms. Thompson for 11-12)
 2. Completed HLIS Documents are brought to ESL Prog. Coordinator, AP Carvajal. Mr. Carvajal reviews the HLIS and recommends if an interview is necessary.
 3. The interview is conducted by the MR. Carvajal and/or appropriate Guidance personnel.
 3. Completed HLIS Documents are brought to AP Carvajal, ESL Prog. Coordinator. Mr. Carvajal reviews the HLIS documents to determine if the student is eligible for the NYSITELL.
 4. Eligible students are administered the NYSITELL with in 10 days of admission.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Student work is used
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Same process as described above in 1.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Mr. Carvajal calls parents in to hand deliver the letter.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Mr. Carvajal explains their right during the face to face meeting following the assessment and placement of each student.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Mr. Carvajal calls parents in for individual meetings. During these meetings Mr. Carvajal explains the choices, reviews the pamphlets and shows parents the program choice video.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Mr. Carvajal calls parents when Surveys and Program Selection Forms are not returned. Parent program choice is monitored in a google doc that tracks and archives each parent survey and program choice selection.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

This seems like a redondant question the answer is the same as in 7.
9. Describe how your school ensures that placement parent notification letters are distributed.

Mr. Carvajal mails parent notification letters and in addition emails copies for parents with email addresses.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Documents are filed. Documents are scanned and kept in a secured drive.
11. 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.
 1. Teachers, parents and students are notified of the test dates early in the Spring.
 2. Teachers, parents and students are reminded of test dates a week before the speaking section is administered.
 3. Speaking section is administered by qualified teachers that do not teach the students they are administering the test to.
 4. Teacher, parents and studetns are reminded of the test dates for each of the 3 subtests.

5. Subtests are each of the 3 subtests during a double period block over 3 consecutive days.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Assistant Principal mails continued entitlement and transitional support notification letters to parents once NYSESLAT scores are available.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Over the past few years 2013-2015 100% of parents , 7 students, have opted for our FENL program. Our FENL program has emerged as a response to parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.
BPHS organizational model is departmentalized. Our ENL students are programmed following a grade level heterogenous block for the 9th and 10th grade. Upper grade students are grouped heterogenously in ungraded ENL and ELA classes.
 - TBE program. *If applicable.*
N/A
 - DL program. *If applicable.*
N/A:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Beginner students receive over 540 minutes of instruction, intermediate students receive over 360 minutes of instruction and advanced students receive 180 minutes of ESL instruction and 180 Minutes of ELA per week. Content area instruction is delivered by content area licensed teachers in the target language using ESL methodologies and techniques such as QTELL and sheltered English. Our organizational model allows for commom planning and collaborative inquiry periods between ENL and content area teachers.
3. Describe how core content is delivered in each program model. 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.
ENL students take native language courses which are aligned to the common core at the appropriate check points in accordance with state regulations.
4. How do you ensure that ELLs are appropriately evaluated in their home 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. All students identified based on home language survey are verified prior to standardized test administration by testing coordinator in order to ensure proper evaluation.
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 each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

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 Bilingual 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Paste response to questions here:

8. 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

See above

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

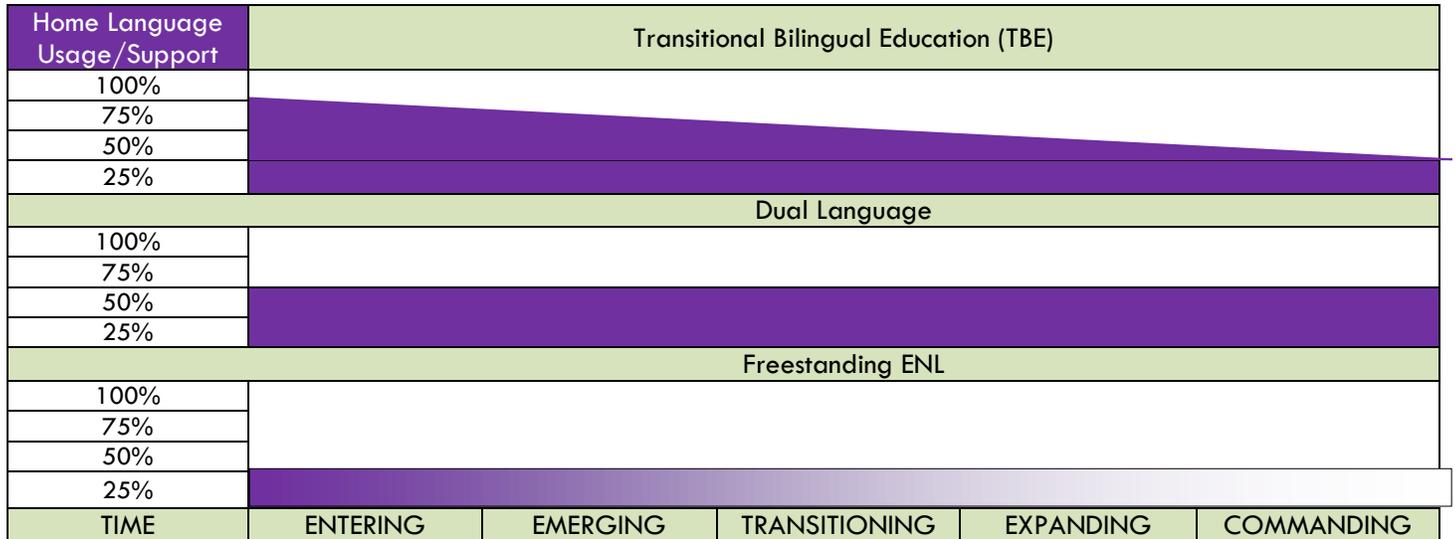


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. BPHS Targeted Intervention Program Model focuses on helping ELLs meet the NYS graduation requirements. Ninth grade ELLs at all levels of language proficiency are targeted for Science, Literacy and Mathematics. All ninth grader are provided with a dedicated science literacy class conducted by the ESL teacher with the support of a licensed science teacher push-in. All ninth grade students are provided with an ESL teacher push-in during science lab. The science teacher and the ESL teacher work collaboratively to design lab groups of students based on the demands of the task and the students level of language fluency and aptitude for science. Students in need of improvement are targeted for academic intervention services in science twice a week and in math twice a week . Math, science and ESL teachers collaborate to provide students with the right tools to help them succede in these areas. History is targeted in the 10th and 11th grade and ELA is targeted in the 11th and 12th grade. Targeted students in the upper grades participate in our targeted tutoring program twice or four times a week based on a needs assessment. Services are provided in the target language with native language support as needed. ELL instruction is supported across all content areas through the use of technology, classrooms are equipped with smartboards, document cameras, mobile computer labs, and audio visual equipment such as cameras, video cameras, and tape recorders upon request. Teachers incorporate the use of available technology into their units and as part of special projects.
11. 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:
12. 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.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
During collaborative inquiry team meetings, teachers review student data to isolate areas of student need and develop instructional strategies to target deficiencies and differentiate instruction trough the use of scaffolding, and amplification of content. Teachers then are able to modify instructional strategies and materials for each student. 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. As a result of this extensive inquiry work and collaboration, ESL and ELA teachers have developed instructional models which 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 Quinones', 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. All of our ELL classrooms are equipped with laptop carts and all classes use Google classroom, izeone online learning, and Castle learning. Additionally, ENL's are provided with assistance through Project LEAD (Learning English through Art and Drama) each week in order to explore American dramatic art and to work on their confidence in expressing themselves in English.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All online programs and materials are translatable electronically. Dictionaries and computer translation programs are provided in each classroom.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The programmer, the guidance team, the SpED Coordinator and the ENL Coordinator meet at the beginning and end of each semester to review student mandates and to verify that all programming is done in accordance with IEP's and other service mandates.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELL students will have the opportunity to participate in a summer bridge program before the beginning of their ninth grade. The purpose of this program is to acclimate newly admitted students to the school culture and community while providing them a jump start to their academic development at BPHS.

19. What language electives are offered to ELLs?

We offer Spanish as a native language from beginning to Advance Placement Language and Literature to all Spanish Speaking ELL students and Spanish as a foreign language to all non-Spanish Speaking ELLs. In the past we have also offered, French and Japanese as a foreign language, these programs are subject to student interest and request.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Our teachers have been provided professional development in ENL 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 ENL 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. ENL 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Staff Development, 2015-16 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
NYSESLAT training
Developing Differentiated Instruction strategies for English Language Learners (monthly professional development sessions)
Weekly grade level conferencing
Departmental planning, Academic Intervention Services and student outreach. Sign in sheets and records are maintained at the school.
LPP partnership schools collaborative team activities.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Newly enrolled ELL students will have the opportunity to participate in a summer bridge program before the beginning of their ninth grade year. The purpose of this program is to acclimate newly admitted students to the school culture and community while providing them a jump start to their academic development at BPHS. This program provides staff the opportunity to evaluate student performance and to provide individualized student plans of action as the school year begins. ESL teachers meet on a weekly basis in order to review student progress with their grade level colleagues and continue to modify instruction for each student.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers meet four times weekly, three times in departments and once as a grade level team. Minutes of meetings are posted on Google Docs (www.belmontprephs.org) as are monthly professional development meetings held on early release dates.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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 scheduled for November 19, December 16, January 16, and March 10. 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. Individual parent meetings are facilitated by the bilingual guidance counselor and the A.P. for ESL on an as need basis. Meetings conducted with subject area and ENL teachers are conducted with the presence of a bilingual translator.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ENL students are first invited to a bilingual student orientation. At this orientation the goals of the program are explained as are the resources provided and the structure of the program. At monthly parent meetings, translation is provided and the Title III parent representative provides additional support to ENL parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with Lincoln Center Project LEAD in order to provide additional support to our ELL's and their parents. Part of this support includes a parent orientation for the program.
5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents?

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

1. 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.

2. 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.

3. 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.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen J. Gumbs	Principal		1/1/01
Bayardo Carvajal	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jee Hae Lee	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Thomas Alexiou	Teacher/Subject Area		1/1/01
Maria Tonelli	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Keira Arias	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 434 **School Name: Belmont Prep. H.S**
Superintendent: Juan Mendez

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. Home language preference is listed via skedula once parents receive access and is also indicated on blue card.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Hatian Creole, Arabic, Bengali

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School Calendar 9/10/2015
Senior Correspondence and Letters beginning September 16, 2015 and throughout the year
Medicaid Letters September 2015
Parent Meetings and Open School throughout the year
Cell phone policy letter October 2015

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent meetings monthly October 14, December 16, January 13, February 10, April 13, May 18
Open School November 19, 20, March 10, 11
Guidance meetings
Deans Meetings
Telephone Outreach

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All documents sent to parents are translated by staff from English into Spanish. For speakers of other languages the translation and interpretation unit will be used as necessary.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Based on indicated language preferences, translation services will be arranged. All offices have dual language Spanish/ English speakers and translation and interpretation is done in-house. For speakers of other languages, on site or telephone interpreters will be provided.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be notified via e-mail prior to major parent/family events.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Links to documents available at www.belmontprephs.org
Links to all Chancellor's Regulations available at www.belmontprephs.org

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback will be received using parent survey and parent comments on Skedula.