

Columbia County School District

Belmont Academy



2022-23 Schoolwide Improvement Plan

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Belmont Academy

1476 SW WALTER AVE, Lake City, FL 32024

www.belmontacademy.com

Demographics

Principal: Ron Barker

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (71%) 2018-19: A (81%) 2017-18: A (78%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Belmont Academy

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	19%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Excellence for all students, through visionary leadership, empowered teachers, and involved parents.

Provide the school's vision statement.

Belmont Academy's high academic and social expectations will bring success for every student through continued persistence.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Barker, Ron	Principal	
Harris, Jessica	Assistant Principal	
Sloan, Drew	Assistant Principal	
Vinson, April	Assistant Principal	

Demographic Information

Principal start date

Monday 7/1/2013, Ron Barker

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

737

Identify the number of instructional staff who left the school during the 2021-22 school year.

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

16

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	55	55	53	53	60	67	64	69	62	66	57	54	40	755	
Attendance below 90 percent	12	10	7	9	5	10	6	8	15	10	13	13	16	134	
One or more suspensions	0	6	3	5	6	4	12	9	16	13	11	3	4	92	
Course failure in ELA	0	0	2	2	1	1	0	0	0	0	4	2	0	12	
Course failure in Math	0	0	0	1	2	2	3	0	5	4	8	3	1	29	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	3	6	1	8	8	4	1	4	37	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	5	14	6	9	7	10	4	4	65	
Number of students with a substantial reading deficiency	0	0	0	0	2	3	6	1	8	8	4	1	4	37	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	2	6	1	7	4	4	1	5	32

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	2	3	0	0	0	0	0	0	0	0	0	0	5	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Tuesday 9/6/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	53	56	53	55	66	65	67	64	64	62	53	42	33	733	
Attendance below 90 percent	5	7	5	4	7	2	4	5	7	6	9	8	12	81	
One or more suspensions	1	0	0	0	0	0	2	2	0	1	0	0	0	6	
Course failure in ELA	0	1	0	2	0	2	0	3	2	1	4	2	1	18	
Course failure in Math	0	0	0	1	1	3	2	3	0	0	3	1	0	14	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	0	3	3	3	2	2	1	1	1	17	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	1	6	8	8	5	2	0	1	1	33	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	4	3	6	3	1	4	1	2	25

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	4	6	0	1	1	0	0	1	0	0	0	0	0	13	
Students retained two or more times	0	0	0	0	0	1	0	2	0	0	1	0	0	4	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	53	56	53	55	66	65	67	64	64	62	53	42	33	733	
Attendance below 90 percent	5	7	5	4	7	2	4	5	7	6	9	8	12	81	
One or more suspensions	1	0	0	0	0	0	2	2	0	1	0	0	0	6	
Course failure in ELA	0	1	0	2	0	2	0	3	2	1	4	2	1	18	
Course failure in Math	0	0	0	1	1	3	2	3	0	0	3	1	0	14	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	0	3	3	3	2	2	1	1	1	17	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	1	6	8	8	5	2	0	1	1	33	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	4	3	6	3	1	4	1	2	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	6	0	1	1	0	0	1	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	1	0	2	0	0	1	0	0	4

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	77%	56%	55%				86%	69%	61%
ELA Learning Gains	63%						68%	62%	59%
ELA Lowest 25th Percentile	46%						67%	57%	54%
Math Achievement	75%	21%	42%				86%	73%	62%
Math Learning Gains	68%						73%	67%	59%
Math Lowest 25th Percentile	52%						59%	57%	52%
Science Achievement	62%	56%	54%				87%	77%	56%
Social Studies Achievement	82%	56%	59%				96%	86%	78%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	93%	68%	25%	58%	35%
Cohort Comparison		0%				
04	2022					
	2019	90%	62%	28%	58%	32%
Cohort Comparison		-93%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	86%	59%	27%	56%	30%
Cohort Comparison		-90%				
06	2022					
	2019	67%	57%	10%	54%	13%
Cohort Comparison		-86%				
07	2022					
	2019	85%	53%	32%	52%	33%
Cohort Comparison		-67%				
08	2022					
	2019	83%	54%	29%	56%	27%
Cohort Comparison		-85%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	70%	19%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019	79%	64%	15%	64%	15%
Cohort Comparison		-89%				
05	2022					
	2019	89%	65%	24%	60%	29%
Cohort Comparison		-79%				
06	2022					
	2019	86%	69%	17%	55%	31%
Cohort Comparison		-89%				
07	2022					
	2019	90%	63%	27%	54%	36%
Cohort Comparison		-86%				
08	2022					
	2019	65%	36%	29%	46%	19%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	95%	59%	36%	53%	42%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-95%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	52%	-52%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	63%	14%	67%	10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	72%	26%	71%	27%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	70%	30%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	64%	23%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	50%	39%	57%	32%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	41	30	36	30	40	33					
ASN	83			92							
BLK	60										
HSP	69	65	70	52	50						
MUL	57	26		60	63		40				
WHT	80	65	45	78	70	55	68	83	89	100	69
FRL	67	58	40	65	59	39	42	65	71		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	48	44		42	27	25					
ASN	100			100							
HSP	60			45	30						
MUL	73	40		47	30						
WHT	82	58	47	74	46	24	78	71	76	96	55
FRL	67	44	33	62	43	47	78	69			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	44	53	67	50	53	36					
ASN	100	90		100	90						
HSP	90			90							
MUL	82	80		55	80						
WHT	85	66	62	87	73	60	87	95	85	92	92
FRL	83	66	83	80	70	52	85				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	779
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Significant increases in proficiency and growth in the lowest quartile, learning gains for all students in mathematics.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA is an area of concern with a focus in the bottom quartile and students with disabilities.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to the decrease in growth of bottom quartile/swd is due to a few factors such as covid slide, teacher retention, and gaps that need to be filled from transitioning from Florida standards to BEST Standards,

Hired April Vinson, Assistant Principal of Student Services, to help address the needs of student with disabilities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

3rd grade proficiency was between 80-100% for both reading and math. Social Studies proficiency jumped from 69% to 83%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We focused on thematic units within Social Studies. We provided professional development on integrated reading strategies in the social studies classroom. We utilized historical fiction/real world events to help engage students. This helped provide a level of sympathy for the past. Students seemed to retain the knowledge. We also used spiral reviews to help monitor progress.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning we have to address the gaps that were created with Covid and the transition to the BEST standards. We have implemented new curriculum that addresses all the new standards, we also are requiring teachers to identify and teach the standards that are missed during transition regardless of grade level, we are doing mini-assessments to help, and we purchased a research based program to fill in gaps called Success maker.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Math teachers will receive three BEST trainings through NEFEC. We have purchased a program called Successmaker that will track student progress and will fill in gaps of learning from previous grade levels. This program will give real time data to best support all students but especially students with disabilities. We will be doing differentiated professional development on all early release days that will support each teacher's needs.

We will have training on Saxon phonics for our teachers in grade K-2 to help increase word recognition/ fluency. Our upper grades will be using the UNWRAP strategy to help breakdown difficult text.

Admin will be attending Charter School Conference, Ron Clark Academy, and National Educator's Leadership Workshop to help implement ideas to support classroom teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Director of Mental Health will continue teaching social skills instruction to all grade levels.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to teacher morale**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based off of a 2021-2022 survey we realized that teachers need to feel all the time. They desire to be heard and supported through professional development, events, and acts of service from leadership.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Send out the same survey at the end of the year to see the desired outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

As administration we will be doing things for our teachers to boost morale such as gift cards, games, sending teachers to professional development out of town.

Person responsible for monitoring outcome:

Jessica Harris (jessica.harris@belmontacademy.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

30% of students with disabilities made learning gains in ELA and 41% learning gains in Math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We are striving to increase by 10% in both areas.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will use FAST, Successmaker, and STAR data to monitor these students. Also, we will have quarterly data chats with teachers. We will monitor data chats for students.

Person responsible for monitoring outcome:

April Vinson (april.vinson@belmontacademy.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Graphic Organizers, UNWRAP, fluency practices to build foundational skills, visual support aids, explicit and direct instruction, multisensory instruction and evidence based intervention programs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Visual aids help with all learners but will really support the needs of SWD. UNWRAP is a strategy to help breakdown text and questions to more manageable pieces. Graphic organizers help with note taking and chunking information so it is easily comprehended.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Belmont Academy has implemented the house system established from the Ron Clark Academy in Atlanta. The house system is points based and it promotes 55 positive behaviors. Belmont Academy believes that learning can benefit from having fun while holding a high level of expectations for Academic rigor. Belmont Academy centers its professional development around the needs of the school, many of our professional developments promote student engagement and parent interaction. Many of our students and parents describe Belmont Academy as family oriented.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Belmont Academy requires each parent to complete 100 hours of volunteer service throughout the year. There are many ways parents can get volunteer hours. Some parents volunteer at PTO events and work in the classroom. Volunteers can sign up to bake for house events and other activities to earn hours. At Belmont Academy, we welcome all stakeholders to come in for activities. We have an open door policy for parents to meet with administrators and teachers. Belmont Academy has numerous committees that include stakeholders from the community, parents and students. The governing board at Belmont Academy is made up of parents. The SAC committee is made up of those that reflect the student population in terms of diversity.

The PTO is an open organization that does not require fees to be involved. Sign-ups are sent out all the time inviting parents to volunteer for events and school activities. There are many opportunities for parents and other stakeholders to engage in activity with the school.