



MILLENNIUM HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M418
ADDRESS: 75 BROAD ST, 13TH FLR, NYC 10004
TELEPHONE: 212 825 9008
FAX: 212 825 9095

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M418 SCHOOL NAME: Millennium High School

SCHOOL ADDRESS: 75 Broad St., 13th flr, NYC 10004

SCHOOL TELEPHONE: 212 825 9008 FAX: 212 825 9095

SCHOOL CONTACT PERSON: Robert Rhodes EMAIL ADDRESS: rrhodes@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Matt Fenton

PRINCIPAL: Robert Rhodes

UFT CHAPTER LEADER: Faye Chiu

PARENTS' ASSOCIATION PRESIDENT: Deb Saat

STUDENT REPRESENTATIVE:
(Required for high schools) Kiersten Chresfield

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: TWO SSO NAME: New Visions

SSO NETWORK LEADER: Derek Smith

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Robert Rhodes	*Principal or Designee	
Carmen Reyes	*UFT Chapter Chairperson or Designee	
Matt Fenton	*PA/PTA President or Designated Co-President	
Erica Weldon	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
n/a	DC 37 Representative, if applicable, CBO Representative	
Emily Apple	Student Representative	
Lucca Catrucci	Member/ student	
Alison Angrisani	Member/ teacher	
Corey Pickering	Member/ teacher	
Lisa Sternheim Gibson	Member/ parent	
Laura Bloom	Member/ parent	
Vincent Losinno	Member/ teacher	
Natalia Faras	Member/ student	
Alex Leston	Member/ student	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Millennium High School is a college preparatory high school serving academic city students who desire to attend a small school or did not test into a specialized science school. There is a core liberal arts curriculum in grades 9/10 and all students take: English, Global History, Math, Biology/Chemistry, Foreign Language, and Writing as well as Physical Education/Health and Art (2x a week each). Students are prepared for Regents exams, the school's exhibition process, and for the greater interdisciplinary work of 11th and 12th grade. Students take four years of English, social studies, mathematics and science, as well as three years of foreign language (Spanish or Mandarin).

There is strong emphasis on reading and writing in all classes with a three-tiered approach to literacy that begins in 9th and 10th grade. Students take English four times a week and read classic books such as: Frankenstein, 1984, Othello, Odyssey, etc. with the twin goals of learning how to read complicated texts and how to write traditional literary analysis papers. Writing class, which meets three times a week, includes units on poetry, the persuasive essay, newspaper / editorial, and oral history. There are two to three hours of homework a night, students must complete 25 books a year, and 20 hours of annual community service required.

Eleventh and 12th grade students are offered opportunities to study aspects of each discipline in more depth. In addition to New York State requirements for each discipline, MHS students must also successfully complete at least one course in Physics and one in Algebra II. MHS currently offers only AP English Literature, AP English Language & Composition, AP US History and AP Studio Art: Drawing Portfolio. College level courses offered by the City University of New York and Pace University are also an option for our students. There are two to three hours of homework a night, students must complete 25 books a year, and 20 hours of annual community service required.

Millennium graduates and places over 95% of our seniors in colleges that range from highly selective to local area institutions. Our graduates consistently report feeling well prepared for college. We begin our college curriculum in the 9th grade as students begin to explore the college process with guest speakers and the college counselor explains how transcripts work. In 10th grade, students participate in college week and visit a local school. Students may also enroll in SAT review courses that are offered after school. 11th grade advisory focuses on moving through the entire application process as a practice run; students research schools, write essays, prepare a resume, and begin to fill out applications as a group. Local college visits occur in the fall and the spring. Individual families meet with the college counselor. In the 12th grade, the students move through the application process again, and submit their applications. Throughout the year there are workshops open to parents and students on the various components of applying to college. The second semester of 12th grade advisory addresses college issues that first year students may encounter.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Millennium High School						
District:	2	DBN:	02M418	School BEDS Code:	310200010418		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		96.1	95.7	TBD
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	0	0	0		99.0	99.3	TBD
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	0	0	0		45.4	39.1	32.7
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		0	0	TBD
Grade 9	163	148	142	Recent Immigrants - Total Number:			
Grade 10	126	158	149	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	120	128	157		1	0	0
Grade 12	110	114	125	Special Education Enrollment:			
Ungraded	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	519	548	573		1	0	0
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	39	11	TBD
# in Collaborative Team Teaching (CTT) Classes	5	13	16	Superintendent Suspensions	1	0	TBD
Number all others	31	33	38	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	31	38	38
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	1	3	0				

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	6	6	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	48.4	52.6	55.3
				% more than 5 years teaching anywhere	9.7	23.7	31.6
Ethnicity and Gender - % of Enrollment: (As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	97.0	92.0	87.0
American Indian or Alaska Native	0.4	0.4	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.6	86.9	90.9
Black or African American	10.2	9.1	13.1				
Hispanic or Latino	18.3	24.8	23.9				
Asian or Native Hawaiian/Other Pacific Isl.	38.7	30.1	27.4				
White	32.4	35.6	33.9				
Male	38.2	36.3	37.5				
Female	61.8	63.7	62.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
Individual Subject/Area Ratings:								
Elementary/Middle Level				Secondary Level				
ELA:				ELA:		IGS		
Math:				Math:		IGS		
Science:				Graduation Rate:		IGS		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:								
		Elementary/Middle Level			Secondary Level			
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate	
All Students					√	√	√	
Ethnicity								
American Indian or Alaska Native					-	-		
Black or African American					-	-		
Hispanic or Latino					-	-		
Asian or Native Hawaiian/Other Pacific Islander					√	√		
White					-	-		
Other Groups								
Students with Disabilities					-	-		
Limited English Proficient								
Economically Disadvantaged					√	√		
Student groups making AYP in each subject		0	0	0	3	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY								
Progress Report Results – 2008-09				Quality Review Results – 2008-09				
Overall Letter Grade:	A			Overall Evaluation:	NR			
Overall Score:	80			Quality Statement Scores:				
Category Scores:				Quality Statement 1: Gather Data				
School Environment:		13.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:		21.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise				
Student Progress:		43.7						
<i>(Comprises 55% of the Overall Score)</i>								
Additional Credit:		2						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE				
√ = Made AYP				Δ = Underdeveloped				
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features				
X = Did Not Make AYP				√ = Proficient				
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed				
				◇ = Outstanding				
				NR = No Review Required				
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.								
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>								

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Trends:

- Overall, Millennium students excel in credit accumulation by any standard. While student pass rates are exceptionally high (95+%) in several subjects (Math, ELA, Living Environment) the school performs better than only one third of its peer group on Regents exams, despite a pass rate in the high 90% range.
- On the history exams, students that come in with a 2 have 50% of passing the exam and DIRT (our inquiry team) has been researching why.
- Overall student scores on AP exams have been increasing, with scores on the written portion of the exams outpacing student scoring on the multiple choice.

Greatest Accomplishments:

- The college placement rate has remained over 95% and our top students are being admitted to the most competitive schools each year (MIT, Yale, Columbia, Tufts, Vassar, Swarthmore, Brandeis, Trinity, University of Chicago, Cornell, etc...).
- Students have taken greater initiative and responsibility for leading projects in the school from student government, to social action groups, the student court, and school store.
- SETTS students are graduating with regular diplomas. CTT students have had mixed results from year to year.
- The majority of staff have received protocol and NBI training and use this as a tool for meetings and in the classroom.
- The five major committees (hiring, exhibition, advisory, PD / cabinet, and SLT) composed of staff, students, and parents continue to take on real tasks and implemented school programs.

Barriers:

- Maintained PD as a focus for all staff despite mounting demands on school resources, across the board. This has been renewed through different facets of the school including: exhibition, advisory, department / interim assessments, and inter-visitation / action research.
- Increased numbers of students accepted in order to balance school budget / maintain programs, has also strained resources.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Goals:

- 1) Increase the percentage of Millennium students who earn the Advanced Regents diploma. The single obstacle preventing more Millennium students from the advanced diploma is the second math exam. Increase the percentage of students passing Math B from 17.5% in 2009 to 25% in 2010. This 42% increase should also boost the number of students earning an Advanced Regents diploma.
 - Increase the percentage of students passing Math B from 17.5% in 2009 to 25% in 2010.
 - This 42% increase should also boost the number of students earning an Advanced Regents diploma.

- 2) Increase college readiness as defined by CUNY. This means that students must score a 75 or higher on the English / Math Regents Exams to be exempt from remedial courses. The current seniors, the class of 2010, had 75% of the students score a 75 or higher on the English Regents. 80% or more of the class of 2011 will score a 75 or higher on their English Regents exam. This will represent a 6.6% increase.
 - The current seniors, the class of 2010, had 75% of the students score a 75 or higher on the English Regents.
 - 80% or more of the class of 2011 will score a 75 or higher on their English Regents exam.
 - This will represent a 6.6% increase.

- 3) Pushing how effectively we teach content particularly in history, which has been our lowest performing exams over the years. We will apply the college ready standard used by CUNY to history to increase the number of students scoring 75 or higher on the Global exam. Increase the number of students scoring a 75 or better on the Global exam from 51% to 55%. This is a 7% increase from the previous year.
 - Increase the number of students scoring a 75 or better on the Global exam from 51% to 55%.
 - This is a 7% increase from the previous year.

- 4) Revamp the exhibition process to increase the pass rate among juniors and increase staff buy – in / accountability. Students and staff hate the work that these require and all graduates tell us it is the single most important thing we did to prepare them for college. Students and staff need to better identify their strengths and weaknesses in the process.
 - Increase the junior pass rate to at least 80%
 - Students and staff will better identify their strengths and weaknesses in the process.

- 5) Create action learning groups through advisory grade teams that establish support and accountability for all staff on each team. Focus on staff as reading and writing coaches over time.
 - Create action-learning groups through advisory grade teams.
 - Establish school-wide norms around advisor expectations and practices.
 - Initiate a system for passing best practices among and between teams.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal 1 - Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the percentage of Millennium students who earn the Advanced Regents diploma. The single obstacle preventing more Millennium students from the advanced diploma is the second math exam. Increase the percentage of students passing Math B from 17.5% in 2009 to 25% in 2010. This 42% increase should also boost the number of students earning an Advanced Regents diploma.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Our strongest math curriculum person now teaches three of the five pre-calc sections and is revamping the curriculum with the teacher of the other two sections. • We will be looking closely at practice / interim exams and finals as well as the students' SAT scores to identify indicators of both success and concerns. • I am increasing the frequency of classroom visits to the math department. • Arrangements are being made for at least three inter-visitations during the year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Our strongest math curriculum person now teaches three of the five pre-calc sections and is revamping the curriculum with the teacher of the other two sections. (paying with C4E money) • Regular vertical observation visits with math teachers to give feedback on skills and content in class. • Have dual licensed physics - math teacher paired with Alg II teacher for increased co-planning around differentiation strategies.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Interim score reports that suggest students will pass the June (or January) exam). • Evidence of high engagement and understanding by students during classroom visits • Review of curriculum maps and old exams to discuss content and skill alignment.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Goal 2 - English / Math CUNY

Subject/Area (where relevant): college readiness

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>Increase college readiness as defined by CUNY. This means that students must score a 75 or higher on the English / Math Regents Exams to be exempt from remedial courses. The current seniors, the class of 2010, had 75% of the students score a 75 or higher on the English Regents. 80% or more of the class of 2011 will score a 75 or higher on their English Regents exam. This will represent a 6.6% increase.</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Review of curriculum maps and old exams to discuss content and skill alignment. • We will be looking closely at practice / interim exams and finals as well as the students' PSAT scores to identify indicators of both success and concerns. • I am increasing the frequency of classroom visits to the junior English courses. • Arrangements are being made for at least three inter-visitations during the year.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Our strongest math curriculum person now teaches three of the five pre-calc sections and is revamping the curriculum with the teacher of the other two sections. (paying with C4E money) • Regular vertical observation visits with English and math teachers to give feedback on skills and content in class. • Have dual licensed physics - math teacher paired with Alg II teacher for increased co-planning around differentiation strategies. • Created two new curriculum planning groups facilitated by English teacher.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Interim score reports that suggest students will pass the January (or June) exam. • Evidence of high engagement and understanding by students during classroom visits. • Exhibition writing performance through the spring.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal 3 - Global Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Pushing how effectively we teach content particularly in history, which has been our lowest performing exams over the years. We will apply the college ready standard used by CUNY to history to increase the number of students scoring 75 or higher on the Global exam. Increase the number of students scoring a 75 or better on the Global exam from 51% to 55%. This is a 7% increase from the previous year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Review of curriculum maps and old exams to discuss content and skill alignment. • We will be looking closely at practice / interim exams and class grades to identify indicators of both success and concerns. • Increasing the frequency of classroom visits to the Global courses. • Arrangements are being made for at least three inter-visitations during the year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Adding LDF literacy expert to Inquiry team (DIRT) • Co-observing classes with LDF to identify strong practices and areas for improvement
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Interim score reports that suggest students will pass the June exam. • Evidence of high engagement and understanding by students during classroom visits.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **Goal 4 - Writing program / Exhibition**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Revamp the exhibition process to increase the pass rate among juniors and increase staff buy – in / accountability. Students and staff hate the work that these require and all graduates tell us it is the single most important thing we did to prepare them for college. Students and staff need to better identify their strengths and weaknesses in the process.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Moved junior process from spring to fall • Increased contact time with sponsors from 5 to 15 times. • Recruited three PD specialists to committee to plan staff PD.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Recruited three PD specialists to committee to plan staff PD. • Revamping PD process by committee to include weekly memos to staff and the collection of feedback after each staff PD session.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student progress reported at staff meeting check ins. • Anecdotal reports from students and advisees. • Background staff static on workload and timing. Formal reports from the exhibition committee. • Final student completion rates this winter • More focused college prep participation in the spring because it is not competing with exhibitions.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal 5 - Advisory

<p>Annual Goal <i>Goals should be SMART</i></p>	<p>Create action learning groups through advisory grade teams that establish support and accountability for all staff on each team. Focus on staff as reading and writing coaches over time.</p> <ul style="list-style-type: none"> • Create action-learning groups through advisory grade teams. • Establish school-wide norms around advisor expectations and practices. • Initiate a system for passing best practices among and between teams.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Have the new leaders establish 2-3 clear and focused goals for the year. Having those goals calendared with their committees with a timeline. • Formal check – ins quarterly by the principal where the new leaders report on obstacles and progress towards their goals. Revision of timelines, need for adjustments, and lessons learned going forward are also discussed and memorialized in writing. • Creation of a rubric assessing advisor skills. Having staff self assess with the rubric.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Using the PD committee to identify the next set of leaders based on a three standards developed by the PD committee and then matching them with assignments. • The accomplishment of at least three major goals that are set by the principal and advisory grade level leaders. • On going monitoring of new leader progress informally by the PD committee and formally by the principal. • On going monitoring of new advisor progress informally by the grade facilitator and formally by the principal.

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- The majority (50%+) of the Monday staff meeting agendas are created and facilitated by the advisory grade team facilitators.
- All grades tailor the reflection protocol for use four times during the year in their advisory.
- All staff adapt easy grade pro and mid-quarter reporting system.
- Copies of protocols used for reflection / goal setting and evidence of systems to track students through advisory.
- All students begin to set and monitor own goals through advisory.
- Experiment with student led parent conferences in the upper grades.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	5	6	5	11	7	3	2	15
10	5	9	9	22	5	5	4	17
11	4	5	3	12	6	4	3	9
12	3	5	2	9	9	5	3	6

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Wilson Reading Training Program- small group, during Advisory period and after school • Book Discussion Group- small group, during Advisory period and after school • Essay writing-small group, during Advisory period and after school • Exhibition Paper writing- small group, during Advisory period and after school • English Regents Prep- small group, during Advisory period and after school
Mathematics:	<ul style="list-style-type: none"> • Back to Basics for Math operations, fractions, decimals, percents, ratio/proportion, word problems, pre-Algebra- small group, after school • Regents Math A Prep- small group, lunch / advisory
Science:	<ul style="list-style-type: none"> • Lab write-ups- small group, after school • PreTeach Vocabulary and Concepts- small group, after school • Science Regents Prep- small group, after school
Social Studies:	<ul style="list-style-type: none"> • DBQ Essays and Constructed Responses- - one-on-one, after school • Global History Regents Prep- small group, after school, lunch / advisory • US History Regents Prep- small group, after school
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Informal sessions- one-on-one, during school day • Formal sessions- one-on-one, during school day • Girls' Group / Boys' Group- small group, during Advisory period • Social Skills Building- small group, during school day • Conflict Resolution- small group, during school day • Peer Negotiation- small group, during school day
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • School Psychologist at MHS once per week for initial cases and triennial evaluations. • Services provided: Observations, interviews, evaluations (Psychoeducational)
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Social Worker at MHS 4 days per week, provided by St. Vincent's Hospital. • Services provided: one-on-one counseling sessions, referrals to outside agencies, providers, services, and organizations
At-risk Health-related Services:	<ul style="list-style-type: none"> • Nurse- full-time from 8:30-3:30pm • Services provided: consultations, referrals, materials, and resources • Art Therapist- Two days a week

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9 - 12 Number of Students to be Served: 2 LEP Non-LEP

Number of Teachers 8 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

The MHS curriculum is designed to meet the needs of learners with diverse literacies. Students in 9th and 10th grade receive literacy instruction 7 times a week. 4 English periods focus on the reading needs of students with special attention to the reading, speaking and listening skills students need to think critically about text. The 3 periods of Writing focus on developing students' understanding of writing

process and skills for communicating in multiple formats. Students who continue to struggle with literacy and ELLs moving into 11th and 12th grades will take 5, 50 minute periods of English per week as well as an elective 4 period writing course that will include explicit instruction in writing skills, Regents preparation, and oral presentation. In addition, our Advisory program consists of 3 independent reading periods per week. Teachers confer with students about reading strategies during the reading periods as well as continue the dialogue about reading in bi-monthly letters about books. Instructors are trained through professional development to implement aspects of differentiated instruction in all levels and classes. The mathematics program at MHS includes a standard core program of 9th grade students taking a full year of Algebra I, 10th grade students taking Geometry I. Upper House students take a minimum level of Algebra II, but they may take higher level courses including: Pre-calculus and Calculus. Alternatives include Statistics & Probability, Advanced Geometry or Applied Math. Mathematics programs include small group work, visuals and diagrams and an overall hands-on approach to problem solving. Students are often asked to explain their process in writing or verbally, and teachers work closely with ELLs to ensure comprehension.

Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

MHS offers an extensive after-school program. Activities include, but are not limited to, small-group tutoring in all subject areas, a writing center that is open 4 days per week and includes one-on-one conferencing with English and Writing teachers, Newspaper club, a foreign exchange group that takes 2 trips to foreign countries, a student government and ethics council, asset leaders, Model UN, dance team, step team, salsa, film and media group, anime club, "school of rock" consisting of several small music and performance groups, a string ensemble, book club, knitting club, photography, sports including fencing, ping-pong, soccer club, girls and boys basketball, tennis, yoga and golf. ELLs participate in all mentioned programs based on their interest, and are mandated to attend small group academic tutoring in English as well as attend the writing center weekly.

Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Many MHS families do not speak English at home and we have arranged, through our relationship with our CBO (The YMCA of Greater New York) to translate correspondence, provide translation services for Parent-Teacher Conferences, and translate for family meetings with guidance. Parents of newly enrolled LEP students have an opportunity to attend an orientation during "curriculum night" in early September. This orientation provides families a forum to become familiar with the support services offered at MHS.

Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Upon admittance, newly enrolled LEP students become acculturated to MHS through our advisory program. Independent and paired reading programs along with small group discussions are designed to help students with oral proficiency. After-school small group instruction for writing in all disciplines is offered 3 times per week in a writing center. Students work with teachers and peers to improve their writing mechanics. Prior to the first day of school, parents of such students and parents are also offered extensive information on the school's academic curriculum and expectations as well as the extensive support offered to ELL/LEP students. Parents meet with the guidance / admissions department to discuss support services available for their child.

Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs. Support services and structures provided to LEP students have been described in 1a and 1b. In addition, MHS has 2 guidance counselors, 1 social worker and 1 school psychologist who are all available to meet with students regularly. All services are offered in English.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies. Our weekly professional development meetings are designed to train staff to better serve our diverse population. As an Inquiry school we will be conducting research-based professional development all year, that will help teachers recognize and respond to small incremental changes in student learning. These discussions (at least 2) will include more specific strategies for differentiating instruction for ELLs. In additions, at least 2 teachers will be attending training sessions offered by NYCDOE throughout the year to revise and extend our services.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ X ___ ESL ___ Both Number of LEP (ELL) Students Served in 2009-10: ___ 0 ___
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2007-2008) LAP to this CEP.

Copy is attached to end of document.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___X ESL ___ Both **Number of LEP (ELL) Students Served in 2009-10:** _ 0_

(No more than 2 pages)

During registration, parents of students new to MHS are required to complete the HLIS. The form is distributed in several languages, depending on the dominant language of the person completing the form. Parents who are identified as speaking a language other than English are then interviewed by a licensed pedagogue so that the dominant home language can be determined.

The LAB-R is administered within 10 days of a student’s admittance if the dominant home language is determined to be other than English. The Spanish LAB is also administered if a student’s home language is Spanish. The ESL teacher is responsible for administering the LAB-R and Spanish LAB to eligible new admits within this 10-day period.

If a student does not score at or above the cutoff score on the LAB-R, he or she is classified as an ELL and is eligible to receive ELL services. The parents/guardians of these students are immediately notified of their child’s eligibility via letter and are invited to attend an hour-long English Language Learner Parent Orientation, during which they learn about the three different ELL program models in New York City. This meeting must also take place within 10 days of the student’s enrollment in the school. The ESL Teacher/Coordinator and the Parent Coordinator work to inform parents/guardians of the orientation, translate all letters, and host the orientation. ELL Parent Orientations are held within the first 10 days of the new school year for parents of new admits, and on an ongoing, as-needed basis throughout the school year. Vincent Losinno is the supervisor of the program.

- **Core Curriculum:** All 9th and 10th grade students take 4 period of English Literature, 3 periods of Writing Seminar, 4 periods of History, 5 periods of Math, 6 periods of Science and 5 periods of Foreign Language per week. All 11th and 12th grade students take the same core courses but can choose courses within the content that are more in-depth. For example, we offer Advanced Chemistry, Advanced Biology, Physics, Advanced Physics, 4 levels of Spanish, 2 levels of Mandarine, 4 different English electives, Economics, Foreign Policy, Government, Social Issues, Geometry, Pre-Calculus, Calculus and Advanced Math. Students need 52 credits for graduation. ELL students are served through this core curriculum as teachers receive a great amount of professional development regarding literacy across the curricula. Skills are sequenced throughout the 4 grades, and students receive instruction on core skills in

9th grade and build on these skills over the next 3 years. A strong emphasis on reading and writing (including an extra Writing Seminar course that all 9th and 10th grade students take) ensures that ELL students are served within this curriculum.

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10

School District: 02

School Building: Millennium High School **NO NEWLY IDENTIFIED LEP STUDENTS IN 09-10**

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2009-10)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi Fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL		Bil	ESL															
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)																					
Vietnamese (VIE)																					
Cantonese (CN)																					
SUB TOTALS →																					

Total Number of LEP students
Identified in the Building in 2009-10 in the Building in 2009-10
1 (Do not include long-term LEPs)

Total Number of LEP students **Served**
(Do not include EP
Bilingual ESL = 0

ADDITIONAL LANGUAGES

Acholi (ACH)	Ewe (EWE)	Macedonian (MKD)	Shina (SCL)
Adangme (ADA)	Finnish (FIN)	Malay (MLY)	Sidamo (SID)
Afrikaans (AFR)	Garifuna (CAB)	Malayalam (MAL)	Sindhi (SND)
Akan (AKA)	Georgian (KAT)	Maltese (MLT)	Slovak (SLK)
Algonquin (ALQ)	German (GER)	Mandinka (MNK)	Slovenian (SLV)
Amharic (AMH)	Guarani (GUG)	Marathi (MAR)	Somali (SOM)
Arabic (ARB)	Gujarati (GUJ)	Mende (MEN)	Sotho-Southern (SOT)
Arawak (ARW)	Hausa (HAU)	Mohawk (MOH)	Sukuma (SUK)
Assamese (ASM)	Hebrew (HEB)	Ndebele (NDE)	Swahili (SWH)
Aymara (AYC)	Hindi (HIN)	Nyanja (NYA)	Swedish (SWE)
Basque (BAQ)	Hungarian (HUN)	Oneida (ONE)	Tajiki (TGK)
Bemba (BEM)	Ibo (IBO)	Papiamento (PAP)	Tamil (TAM)
Bengali (BEN)	Icelandic (ISL)	Pashto (PST)	Telugu (TEL)
Bhili (BHB)	Ilocano (ILO)	Romanian (RON)	Thai (THA)
Brahui (BRH)	Indonesian (IND)	Romansch (ROH)	Tigre (TIG)
Breton (BRE)	Kabyle (KAB)	Rundi (RUN)	Tonga (TNZ)
Bulgarian (BUL)	Kamba (KAM)	Samoan (SMO)	Turkish (TUR)
Cebuan (CEB)	Kashmiri (KAS)	Sanskrit (SAN)	Ukrainian (UKR)
Cham (CHA)	Konkani (KNN)	Seneca (SEE)	Urdu (URD)
Czech (CES)	Lao (LAO)	Seri (SEI)	Wolof (WOL)
Danish (DAN)	Latvian (LAV)	Shan (SHN)	Yoruba (YOR)
Estonian (EST)	Lithuanian (LIT)	Shona (SNA)	Zulu (ZUL)

Number of Teachers and Support Personnel for 2009-10

School Building: Millennium High School _____ **District 02** _____

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2009-2010				Number of Teaching Assistant Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers*				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Millennium High School		1					1
TOTALS							Grand Total 1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type: ___ Free-Standing _X_ Push-in ___ Pull-out

Indicate Proficiency Level: ___ Beginning ___ Intermediate _X_ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:20	Subject (Specify) English	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Spanish	Subject (Specify) Science
2	From: 9:22 To: 10:12	Subject (Specify) English	Subject (Specify) PE	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) Art
3	From: 10:14 To: 11:04	Subject (Specify) Spanish	Subject (Specify) History	Subject (Specify) Art	Subject (Specify) PE	Subject (Specify) English
4	From: 11:06 To: 11:46	Subject (Specify) Advisory				
5	From: 11:46 To: 12:26	Subject (Specify) Lunch				
6	From: 12:26 To: 1:16	Subject (Specify) Science	Subject (Specify) Spanish	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) History
7	From: 1:18 To: 2:08	Subject (Specify) Math	Subject (Specify) Art	Subject (Specify) English	Subject (Specify) History	Subject (Specify) Spanish
8	From: 2:10 To: 3:00	Subject (Specify) History	Subject (Specify) English	Subject (Specify) History	Subject (Specify) Art	Subject (Specify) Math
9	From: 3:10 To: 4:00	Subject (Specify) AFTER SCHOOL				
10	From: 4:10 To: 5:00	Subject (Specify) AFTER SCHOOL				

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)				
	To:					
2	From:	Subject (Specify)				
	To:					
3	From:	Subject (Specify)				
	To:					
4	From:	Subject (Specify)				
	To:					
5	From:	Subject (Specify)				
	To:					
6	From:	Subject (Specify)				
	To:					
7	From:	Subject (Specify)				
	To:					
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-10:

WE WILL NOT BE RECEIVING TITLE III ELL FUNDING.

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 9-12 _____ **Number of Students to be Served:** ___0 LEP _____ Non-LEP
Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- | | |
|---|--|
| ✓ school's language instruction program for limited English proficient (LEP) students | ✓ language(s) of instruction |
| ✓ type of program/activities to improve mathematics, native and/or English language learning | ✓ rationale for the selection of program/activities |
| ✓ number of students to be served | ✓ times per day/week |
| ✓ grade level(s) | ✓ program duration |
| | ✓ service provider and qualifications |

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation: 0.00 N/A		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL	0.00	We are receiving no Title III funding.

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District _____ For Title **III**
BEDS Code _____

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

This entire section must be completed for each budget submitted.

School District _____ For Title III
BEDS Code _____

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

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Language Allocation Policy (LAP) Narrative

2009-2010

School Background

Millennium High School (MHS) was founded in 2002 with a \$500,000 grant from New Visions for Public Schools. Lower Manhattan's Community Board 1 raised substantial sums to build the school, which is located on the 1st, 11th, 12th and 13th floors of 75 Broad Street in the Financial District. MHS, favorably featured in the 3rd Edition of *New York City's Best High Schools*, enrolls approximately 618 students. Teachers are available every day after school for extra help. An active Parent Association offers families further resources, initiates programs and raises funds to support such endeavors. MHS was awarded the Blackboard Award for "Rising Star" public high school in 2006.

Language Allocation Policy Team Composition

Currently, the Language Allocation Policy Team consists of Principal Robert Rhodes and seven other members, as set forth in Parts I and VI of the LAP Worksheet.

ELL Demographics / Teacher Qualifications

We have 1 certified ESL teacher who teaches 11th and 12th grade History courses. This instructor's license/certification is on file in the main office. When required for identified ELL's, this dually certified teacher is teaching ESL through the content area. We have 0 Bilingual teachers. For the 2009-2010 school year we have 0 ELL's out of 618 students in grade 9-12: 0 students are in 9th grade, 0 students are in 10th grade, 0 students are in 11th grade and 0 are in 12th grade. Zero of our ELL students are long-term. Historically, less than 1% of our students are ELL's and the majority have identified as Chinese (Mandarin and Cantonese) on the Home Language Identification Survey (HLIS). The program is supervised by Vincent Losinno.

Parent Program Choice

During registration, parents of students new to MHS are required to complete the HLIS. The form is distributed in several languages, depending on the dominant language of the person completing the form. Parents who are identified as speaking a language other than English are then interviewed by a licensed pedagogue so that the dominant home language can be determined.

The LAB-R is administered within 10 days of a student's admittance if the dominant home language is determined to be other than English. The Spanish LAB is also administered if a student's home language is Spanish. The ESL teacher is responsible for administering the LAB-R and Spanish LAB to eligible new admits within this 10-day period.

If a student does not score at or above the cutoff score on the LAB-R, he or she is classified as an ELL and is eligible to receive ELL services. The parents/guardians of these students are immediately notified of their child's eligibility via letter and are invited to attend an hour-long English Language Learner Parent Orientation, during which they learn about the three different ELL program models in New York City. This meeting must also take place within 10 days of the student's enrollment in the school. The ESL Teacher/Coordinator and the Parent Coordinator work to inform parents/guardians of the orientation, translate all letters, and host the orientation. ELL Parent Orientations are held within the first 10 days of the new school year for parents of new admits, and on an ongoing, as-needed basis throughout the school year.

Program for ELL's

- Core Curriculum: All 9th and 10th grade students take 4 period of English Literature, 3 periods of Writing Seminar, 4 periods of History, 5 periods of Math, 6 periods of Science and 5 periods of Foreign Language per week. All 11th and 12th grade students take the same core courses but can choose courses within the content that are more in-depth. For example, we offer Advanced Chemistry, Advanced Biology, Physics, Advanced Physics, 4 levels of Spanish, 2 levels of Mandarin, 4 different English electives, Economics, Foreign Policy, Government, Social Issues, Geometry, Pre-Calculus, Calculus and Advanced Math. Students need 52 credits for graduation. ELL students are served through this core curriculum as teachers receive a great amount of professional development regarding literacy across the curricula. Skills are sequenced throughout the 4 grades, and students receive instruction on core skills in 9th grade and build on these skills over the next 3 years. A strong emphasis on reading and writing (including an extra Writing Seminar course that all 9th and 10th grade students take) ensures that ELL students are served within this curriculum.

Planning for ELL's

- I.
 - a. Due to the low number (less than 1%) of ELL's in our program, most students receive services in 9th grade through the Global History curriculum. A licensed ESL teacher uses ESL strategies in the Global History course (200 minutes per week) and students are enrolled in an after-school support session. All students take 200 minutes of reading instruction and 150 of writing instruction per week. Most ELL's are expected to pass the NYSESLAT at the end of 9th grade. Those students who remain entitled to services in 10th grade and beyond are enrolled in an additional literacy course (200 minutes) in addition to their regular 200-250 minutes of literacy instruction.
 - b. We have no self-contained ESL classes. Our ELL students are offered small group instruction after school with our ELL certified teacher. We have no SIFE or new ELL's enrolled at this time. If we did, we would require significant professional development for staff and individualized schedules for the students. We would consider push-in support for ELL's and use of the foreign language period for ESL instruction.
 - c.
 1. ESL students have mandated small group instruction during the after-school program and support with Advisory will continue to be the way we support students in need of transitional support.
 2. ESL strategies and techniques are used for our few number of students during after-school small group instruction. Students attend groups with content-area teachers as well as our ELL certified teacher.

3. Approaches to teaching literacy to ELLs are similar to those for teaching literacy across the board in that they focus on reading, writing and conversational skills. Instruction throughout the school is based on balanced literacy and includes explicit skills instruction, shared/guided reading, use of cooperative learning groups, and both graphic organizers and manipulatives.
4. ELLs are supported to learn content and academic language through the skills and strategies listed above.
5. MHS uses a variety of print materials in all classes.

II. Use of Native Languages and Cultures

- a. Native language and cultures are evidenced throughout the school in all curricula. Teachers attend professional development workshops and conversations to address incorporation of primary documents into their curricula, thus giving way to documents that are native to a specific place.
 - b. At this time, classroom libraries in Spanish and Mandarin classes include texts in native languages. The library technology is not accessible to ELLs in the native language at this time.
 - c. ELL families are included into the school through the advisory program, which offers an opportunity for parents to address the needs of each individual student in the school.
1. Translation is available during parent-teacher conferences and curriculum nights if planned in advance through our parent coordinator.
 2. Resources in other languages are offered as much as possible when necessary.
 3. We partner with The YMCA of Greater New York. Our CBO does provide support in other languages, including some dialects of Chinese, and Spanish.

III. Instruction of ELLs

- a. Native language is used to scaffold instruction in all language classes through uses of primary documents and conversational lessons. In other academic classes, students have an opportunity to attend small-group after school instruction to meet their individual needs. At this time, there is no specific ELL interim assessment. Academic rigor is ensured in all aspects of the curriculum through weekly professional development workshops that allow time for departments to discuss skills and strategies for teaching. Content area teachers use a variety of textbooks for each subject area. ELL's are directed to materials that better match their proficiency and are supplied with links to websites and readings that can help summarize content information. All students in the ELA classrooms- both English and Writing courses- read the same texts, but there are several units throughout the year that provide ELL's an opportunity to choose texts suited specifically to their reading levels.

IV. Professional Development

Teachers will engage in a number of workshops throughout the year that focus on literacy and differentiated instruction. These workshops will be given to discipline teams *and* grade teams. A tentative calendar of topics includes: questioning and answering a task

(9/21/09), using evidence to support claims (10/19/09), structuring and organizing writing pieces (11/09/09), teaching vocabulary (12/02/09), and modifying assignments based on student need.

- a. Staff members are involved in a number of activities that will help them support ELL's. Several are involved in action research projects that have them collecting and analyzing data about writing instruction and primary source research at the school. The fall semester weekly staff meetings focused on identifying specific skills to be taught in each content area and finding connections to our exhibition assessments. The second semester is dedicated to discussing strategies for helping students meet the exhibition research and writing criteria through conferring and specific feedback on student work. Teachers of the ELL team meet when necessary to discuss needs of individual students. At this time, there is no set common planning or articulation time. Resources available for professional development pertaining to ELLs include city-wide workshops offered by the DOE. Our school does not have "book study groups" at this time.

V. Assessment Analysis

- a. See page 1 for ELL student grade levels.
- b. Students performed in the following capacity:

According to NYSESLAT results from spring 2009, the 11th grader tested at the Advanced level and therefore did not require further services for 12th grade. Information is used based on the writing and reading weaknesses, to create programs where students will complete (in 9th and 10th grade) both a writing and reading curriculum. Students in 11th and 12th grade will take English five times a week and have the opportunity to supplement with an additional writing course during elective periods. Teachers of ELLS have data for their students based on the interim assessments given by the department. Information affects instructional decisions. Teachers in each discipline look closely at the data and determine the deficits in skills. From these determinations, targeted mini-lessons are created and practiced. Students are then tested again and departments analyze this data.

Content Area Assessment Results

Students will be taking Regents exams this year in Global History and Math A. Students will take advantage of extra time and are offered 3rd reads of the listening section. Students who require additional support to meet minimum standards on NYS Regents exams are able to receive additional instruction (another semester of US History, Biology, etc.) in specific content areas and attend tutoring during after-school small group instruction sessions.

Subgroups of ELLs

Presently, we have no SIFE students. Long-term ELLS will be mandated to attend after-school small group instruction with the ELL certified teacher. Students achieving proficiency and needing transitional support will be assessed in conversational, reading and writing skills through the advisory program. Advisors will look at the individual student's productivity across the disciplines and determine a plan of action based on performance and feedback from the student. Students identified as having special needs work closely with our 3 special educators. Gifted ELLs are in homogeneous classes with all other gifted students.

Transitional Support

All former ELLs receive language support for two years after reaching proficiency on the NYSESLAT. These students receive the mandated ELL modifications when taking predictive, interim and state assessments. These students are also encouraged to attend after-school enrichment programs and are also given bilingual glossaries and other native language materials (dictionaries, etc.) to use in their mainstream classes. Currently, there is only one former ELL at MHS who qualify for this support.

Next Steps

.Our LAP team sees success in that our ELL students are given a tremendous amount of support in the school and therefore are finding success in all classes. We have a need to improve our one-on-one ELL instruction after school. We have learned that our students have an opportunity to succeed at our school even if they are tested as ELL. Specific actions will include improving our one-on-one ELL instruction after school and creating more conversationally based instruction at that time. Support needed is an ELL specialist assigned to our school to work with our students, if/when ELL enrollment increases, and give teachers professional development in areas of ELL training.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: _____Millennium HS_____ **District** _____Two_____

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	1					1

*The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2009-2010 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)				
	To:					
2	From:	Subject (Specify)				
	To:					
3	From:	Subject (Specify)				
	To:					
4	From:	Subject (Specify)				
	To:					
5	From:	Subject (Specify)				
	To:					
6	From:	Subject (Specify)				
	To:					
7	From:	Subject (Specify)				
	To:					
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)				
	To:					
2	From:	Subject (Specify)				
	To:					
3	From:	Subject (Specify)				
	To:					
4	From:	Subject (Specify)				
	To:					
5	From:	Subject (Specify)				
	To:					
6	From:	Subject (Specify)				
	To:					
7	From:	Subject (Specify)				
	To:					
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

Form TIII – A (1)(b)

School: 02m418 BEDS Code: 3102 000 10418

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	(e.g., \$2000)	50 hours of per session for ESL and General Ed teacher to support ELL Students: 40 hours x \$49.89 (current teacher per session rate with fringe) = \$1995.60)
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	(e.g., \$0)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	(e.g., \$0)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$0)	(Example: 2 Rosetta Stone language development software

		packages for after school program)
Travel		
Other		
TOTAL	\$2000	N.B. We do not receive any Title III funding

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We provide written translation in a newsletter to parents in Mandarin and Cantonese informing them that we have translation services available if they would like to send us written information in their native language. We reply back in the native language after translating our responses to any letters received. We also send letters to parents informing them (in Mandarin and Cantonese) that we will have interpreters available to assist during parent teacher conferences. Additionally, we translate all school documents for outreach, such as the parent newsletter, parent handbook, and any other documents requested by the parents of ESL students.

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

We review the home summary report from ATS to determine the languages represented in our school. We also review the list of students in need of ESL services to determine those families in need of written translation services. From this information, we estimate the number of translated documents needed for mailings for the year. This information is disseminated in all school documents.

Part B: Strategies and Activities

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

We review the home summary report from ATS to determine the languages represented in our school. We also review the list of students in need of ESL services to determine those families in need of written translation services. From this information, we estimate the number of translated documents needed for mailings for the year. This information is disseminated in all school documents. Since

all documents are copied days in advance, this allows us to have the document translated (DOE service or in house) and reproduced for distribution at the same time as the English original.

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

We have interpreters present at parent teacher conferences, parent association meetings, and upon request of any parents attending other public school meetings. For bi-annual events we contract the services and for monthly events we have in-house interpreters available. For phone calls we use staff in house or the DOE phone translation service.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
4. We provide written translation in a newsletter to parents in Mandarin and Cantonese informing them that we have translation services available if they would like to send us written information in their native language. We reply back in the native language after translating our responses to any letters received. We also send letters to parents informing them (in Mandarin and Cantonese) that we will have interpreters available to assist during parent teacher conferences.

We review the home summary report from ATS to determine the languages represented in our school. From this information, we estimate the number of translated documents needed for mailings for the year. Additionally, we translate all school documents for outreach, such as the parent newsletter, parent handbook, and any other documents requested by the parents of ESL students. This information is disseminated in all school documents. Since all documents are copied days in advance, this allows us to have the document translated (DOE service or in house) and reproduced for distribution at the same time as the English original.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		310,154.00	310,154.00
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3101.54	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		15,507.00	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		31,015.40	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 92%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Both are science teachers in the TOPS program. In addition to their classes, each receives three hours a week in school professional development through individual PD, small group planning, or whole staff trainings. Additionally, each has been offered a series of five day workshops on differentiation, planning backwards, and literacy integration.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Title I Parent Involvement Policy

I. General Expectations

Millennium High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The *Millennium High School* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

Millennium High School will forward its plan to the district and send an SLT representative to advocate for the inclusion of items on the school involvement plan.

2. *Millennium High School* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

Millennium High School will share all of the educational achievement data given to staff with members of the SLT and PA exec board. Major policy decisions will be reviewed by the SLT.

3. *Millennium High School* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

Parent Teacher conferences are held in November and March, with the advisor spending most of the time with the parent. Conferences are formatted in the following way:

- Intro or reintroduce yourself and ask if they have seen the progress report.
- Communicate that there are three things you want to go over today: student grades, setting student goals, and ARIS.
- Walk parents through the patterns you see on the progress report in a “think aloud.” As with comments, ALWAYS start positive. It is a chance to model a skill you have and one we want them to practice.
- Intro (or have student intro) the goals they are going to work on. Discuss and relate to the progress report patterns.
- Show the parents the student’s ARIS record (focus on 1-2 sections at most).
- Ask questions about what parents are seeing, their concerns, gather information.
- Preview what happens next in advisory or the grade.
- Update any contact information.

Parents also receive quarterly progress reports that include a grade to date as well as component grades for homework, tests, participation, and projects / labs. At the halfway point of each quarter, students and parents receive a mid-quarter update with component breakdowns for homework, tests, participation, and projects / labs (but not with an overall grade). This means students receive formal comprehensive feedback in each class 4 times a year and informal comprehensive feedback another 4 times a year (eight times total). In between reports (which are all calendared and sent to parents at the beginning of the year) parents may contact the advisor for updates and follow – up.

- Most class units end with public displays of student work. The end of unit projects are on the school website calendar.

- Additionally, student work is outside every room and anytime parents are in the building, student work is available for review.
 - There are a number of showcase events where parents can attend celebrations and performances of student work.
 - School calendars are published in hardcopy and on the web at the beginning of each year with all major assessment dates included.
 - All documents sent home are offered in translation and translators are available for all parent meetings.
 - In addition to the PA / SLT meetings, there are over a dozen informational meetings for parents each year on everything from organizing a 9th grader to how to prepare your tax return prior to filling our financial aid forms.
4. *Millennium High School* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: (*Insert programs such as: Head Start Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs*) by:
- School calendars are published in hardcopy and on the web at the beginning of each year with all major assessment dates included.
 - All documents sent home are offered in translation and translators are available for all parent meetings.
 - In addition to the PA / SLT meetings, there are over a dozen informational meetings for parents each year on everything from organizing a 9th grader to how to prepare your tax return prior to filling our financial aid forms.
5. *Millennium 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 the quality of its Title I Part A program. 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 of 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.

***LIST ACTIONS
SUCH AS:***

The school parent coordinator takes attendance at all functions and notes any barriers that frustrated parents who attended. In coordination with the PA exec committee, the parent coordinator also solicits feedback from the general membership on a regular basis.

6. *Millennium High School* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;

- iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - *Millennium High School offers a workshop each year for parents of what students that grade need to achieve. In addition, the guidance and college counselors meet with groups of students and parents to review the different diploma options based on credit and State exams.*
 - *The Title I set aside money is also available for the PA to send parents to conferences it recognizes as important or ones that parents request to attend.*
 - *There are computers and telephones available for parents to use within the school.*
- b. *Millennium High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:*
 - *Millennium High School trains parents in using the DOE ARIS system as well as the school's progress report and mid-quarter reporting system to ensure a regular flow of information.*
 - *All parent workshops include a take-away component; things that parents can and should do with their children. These include strategies, the use of technology, and best practices for promoting student achievement via modeling.*
- c. *Millennium High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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 how to implement and coordinate parent programs and build ties between parents and schools by:*
 - *Regular review of parent concerns and complaints. Establishing protocols for addressing different parent needs and processes for communicating these procedures and expectations to all staff.*
- d. *Millennium High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:*
 - *Offering parents support through the after-school program so that they are afforded chances to learn as well as support their children in their learning. Currently the school offers academic support in all subject three days a week, a writing center, and academic oriented clubs (i.e. newspaper, chess, etc....)*
- e. *Millennium High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:*

The year-long calendar of meetings is published in September in hardcopy and on the school website. In addition it is distributed in translation and widely publicized that translators are available. Minutes from the meetings are published, distributed on the website and available in translation.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team (SLT). This policy was adopted by the *Millennium High School* on __11/10/09____ and will be in effect for the period of 1 calendar year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 9, 2009.

Principal's Signature: __Robert Rhodes_____

Date __December 1, 2009_____

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic

achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parent Compact

Millennium High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

Millennium High School will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

All MHS students are offered four years of English, Social Studies, Mathematics, and Science, as well as three years of Foreign Language (Spanish or Mandarin). There are two to three hours of homework a night, a 25 book-a-year reading requirement, and 20 hours of annual community service to fulfill. There is a strong emphasis at MHS on reading and writing in all classes with a three-tiered approach to literacy that begins in 9th and 10th grade. Students take English four times a week and read classic books such as *Frankenstein*, *1984*, *Othello*, and *The Odyssey* with the dual goals of understanding complicated narratives and learning how to write traditional literary analysis papers. Writing class, which meets three times a week, includes units on poetry, the persuasive essay, newspaper/editorial, and oral history. Finally, students read independently three times a week in Advisory with the goal of completing 25 books during the year.

The 9/10 core curriculum establishes a foundation of critical thinking skills and features key content infused into all classes. The core 9/10 academic sequence includes English, Biology/Chemistry, Global History, Math, and Writing as well as Physical Education/Health and Art (twice a week each). Students are prepared for Regents exams, the school's exhibition process, and for the greater interdisciplinary work of 11th and 12th grade. In 11th and 12th grades students choose thematic elective and/or Advanced Placement courses that prepare them for the Comprehensive English & U.S. History / Government Regents exams. Math and Science courses include Pre-calculus, Calculus, Statistics, Advanced Geometry, Advanced Biology, Advanced Chemistry, Advanced Physics, Advanced Geology & Astronomy, and Anatomy & Physiology. Students may also enroll in College Now classes at NYU, Pace, and BMCC for simultaneous high school and college credit. There are also elective courses in Art (Photography, AP Art, Mixed Media, Yearbook, and Graphic Design) and additional courses in the major subjects.

Two unique aspects of life at MHS are its Advisory system and exhibition requirements. All 9th grade students are assigned to an Advisory class that remains together through 12th grade. Advisory meets every day for all four years of high school. The Advisor is the student's advocate in the building and functions as the primary contact with parents. Each Advisor has 15 to 18 students and remains with the group for all four years. In 9th grade, Advisory focuses on creating

a community and how to be successful in high school. The group plans and completes a Community Service Learning Project. Students read three days a week and exchange letters and notes about their reading with their Advisor.

In 10th grade, Advisory follows a similar trajectory with an accelerated timeline. During the second semester, the Advisor works with the class on their first of three exhibitions that teach the process of independent research. A committee of students and teachers assesses the final product. In 11th and 12th grade, Advisory focuses on the college process in depth, in addition to helping guide students through the required exhibitions and supporting academic and social growth.

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent Teacher conferences are held in November and March, with the advisor spending most of the time with the parent. Conferences are formatted in the following way:

- Intro or reintroduce yourself and ask if they have seen the progress report.
- Communicate that there are three things you want to go over today: student grades, setting student goals, and ARIS.
- Walk parents through the patterns you see on the progress report in a "think aloud." As with comments, ALWAYS start positive. It is a chance to model a skill you have and one we want them to practice.
- Intro (or have student intro) the goals they are going to work on. Discuss and relate to the progress report patterns.
- Show the parents the student's ARIS record (focus on 1-2 sections at most).
- Ask questions about what parents are seeing, their concerns, gather information.
- Preview what happens next in advisory or the grade.
- Update any contact information.

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents receive quarterly progress reports that include a grade to date as well as component grades for homework, tests, participation, and projects / labs. At the halfway point of each quarter, students and parents receive a mid-quarter update with component breakdowns for homework, tests, participation, and projects / labs (but not with an overall grade). This means students receive formal comprehensive feedback in each class 4 times a year and informal comprehensive feedback another 4 times a year (eight times total). In between reports (which are all calendared and sent to parents at the beginning of the year) parents may contact the advisor for updates and follow – up.

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The primary contact for parents at Millennium High School is the student's advisor. The student stays with their advisor all four years, parent conferences are organized by advisor, and the advisor receives the mid-quarter reports that are shared with students and their families. In addition, the parent coordinator and two guidance counselors are always available to parents. Additional teacher meetings are available during parent teacher conferences and on an as needed basis.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- Most class units end with public displays of student work. The end of unit projects are on the school website calendar.
- Additionally, student work is outside every room and anytime parents are in the building, student work is available for review.
- Finally, there are a number of showcase events where parents can attend celebrations and performances of student work.

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time.

- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when needed, either from the academic teacher or from my advisor
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Abide by the school Honor Code, encourage my peers to do the same, and honestly answer any questions asked about a violation of the honor code.

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. SEE PAGE #9

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

SEE PAGES #10 - 15

3. Instruction by highly qualified staff.

SEE PAGE #25

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

SEE PAGES #10 - 15

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A - We receive over 500 resumes a year.

6. Strategies to increase parental involvement through means such as family literacy services.

Millennium has a highly structured plan for parent involvement. Each grade has a PA potluck night with a grade pertinent presentation. Each grade has a PA potluck night with a college pertinent presentation. There are twice yearly parent teacher conferences which include longer individual appointments with advisors. These coincide with progress reports that have comments accompanying the a grade and student performance indicators. In addition there are four mid-quarter reports which every student receives feedback in each on his/her classes. The PA and SLT have strong attendance for a high school and all documents are translated. Finally, Millennium is a pilot for ARIS parent link and we have been introducing the system to parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Every committee has a PD component where they plan and evaluate their programs with the principal. Each committee also has a pair of teachers who facilitate, they are not run by the principal.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

There are regularly scheduled teacher help hours in all subjects as well as peer tutoring. The four mid-quarter reports and four progress reports are all reviewed by the school counselors and the student's advisor. which every student receives feedback in each on his/her classes. In addition there is a writing center and staff are polled to see which students the PPC may need to add to their responsibilities.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

No other federal assistance is offered to the school. Our counselors reach into their contacts in the city for families in need of services.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evaluation of Department curriculum maps, classroom observations, and evaluated student work.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process

strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evaluation of Department curriculum maps, classroom observations, and evaluated student work.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations, evaluated student work, and assignment reviews.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations and assignment reviews.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Zero turnover in the last two years (except for two pregnancy leaves).

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The staff responsible for the ELL's meet regularly to discuss progress / status of students.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The staff responsible for the ELL's meet regularly to discuss progress / status of students and share information.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PPC meets regularly and sends out IEPs and follows up with staff of Special Ed students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PPC meets with principal regularly to discuss individual and school wide modifications.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

None.

2. Please describe the services you are planning to provide to the STH population.

N/A

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.