



MILLENNIUM HS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M418
ADDRESS: 75 BROAD ST, 13TH FLR, NYC 10004
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M418 **SCHOOL NAME:** Millennium HS

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

SCHOOL TELEPHONE: 212 825 9008 **FAX:** 212 825 9072

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Corey Pickering

PRINCIPAL: Robert Rhodes

UFT CHAPTER LEADER: Faye Chiu

PARENTS' ASSOCIATION PRESIDENT: Karen Manville

STUDENT REPRESENTATIVE:
(Required for high schools) Sabrina Frank

DISTRICT AND NETWORK INFORMATION

DISTRICT: TWO **CHILDREN FIRST NETWORK (CFN):** CFN 561

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
Faye Chiu	*UFT Chapter Chairperson or Designee	
Karen Manville	*PA/PTA President or Designated Co-President	
David Dubosz	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Alison Angrisani	Member/ teacher	
Corey Pickering	Member/ teacher	
Carmen Reyes	Member/ teacher	
Stian Tolnias	Member/ 9 th parent	
Tom Moore	Member/ 10 th parent	
Matt Fenton	Member/ 11 th parent	
Mike Nadel	Member/ 12 th parent	
Jill Trazino	Member/ 9 ^h student	
Pola Mora	Member/ 10 th student	
Tess Chapin / Michael Clavijo	Member/ 11 th student	
Sabrina Frank / Lucca Castrucci	Student Representative/ 12th	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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, AP Calculus AB, 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.

SECTION III – Cont’d

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

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>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		95.7	95.9	TBD			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	0	0	0		99.3	99.1	TBD			
Grade 4	0	0	0	Poverty Rate - % of Enrollment:						
Grade 5	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 6	0	0	0		39.1	32.7	44.8			
Grade 7	0	0	0	Students in Temporary Housing - Total Number:						
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 9	148	142	173		0	12	TBD			
Grade 10	158	149	148	Recent Immigrants - Total Number:						
Grade 11	128	157	150	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 12	114	125	148		0	0	0			
Ungraded	0	0	0	Special Education Enrollment:						
Total	548	573	619	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					0	0	0			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	0	0	0	Principal Suspensions	11	7	TBD			
# in Collaborative Team Teaching (CTT) Classes	13	16	20	Superintendent Suspensions	0	0	TBD			
Number all others	33	38	31							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
				CTE Program Participants	N/A	0	0			
				Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	38	38	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	3	0	0							

Part B. School Demographics and Accountability Snapshot (SDAS)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	6	6	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	52.6	55.3	TBD
				% more than 5 years teaching anywhere	23.7	31.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	92.0	87.0	TBD
American Indian or Alaska Native	0.4	0.0	0.2		86.9	90.9	TBD
Black or African American	9.1	13.1	12.0				
Hispanic or Latino	24.8	23.9	22.1				
Asian or Native Hawaiian/Other Pacific Isl.	30.1	27.4	28.3				
White	35.6	33.9	35.2				
Male	36.3	37.5	35.4				
Female	63.7	62.5	64.6				
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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA: √			
Math:				Math: √			
Science:				Graduation Rate: √			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
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				√	√	-	
Multiracial						-	
Students with Disabilities				-	-	-	
Limited English Proficient							
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				4	4	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 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	43.7						
<i>(Comprises 60% 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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				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.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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/Teacher 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 your school's 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 half 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 we have been systematically adding supports to ensure they pass the exam on the first attempt.
- 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.
- Most staff use protocols and create rubrics both for planning purposes and as a tool 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 2010-11 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.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goals:

- 1) Continue to 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 Regents math exam sequence.
 - Target the percentage of students passing Alg II / Trig Regents at 80%.
 - This will represent a 6 point / 8% increase over last year's Math B pass rate of 74%.

- 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 2011, had 79% of the students score a 75 or higher on the English Regents.
 - 82% or more of the class of 2012 will score a 75 or higher on their English Regents exam.
 - This will represent 3.7% increase.

- 3) Pushing how effectively we teach content, particularly in history, which have been the lowest performing exams over the years. I am interested in applying the college ready standard used by CUNY to history in order 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 69% to 72%. This is a 4.1% increase from the previous year.

- 4) Integrate the exhibition process directly into the Upper House courses to increase staff buy – in / accountability. Connecting the exhibition more directly with class curriculum. Students and staff need to better identify their strengths and weaknesses in both the planning and execution of the process.
 - Increase the junior pass rate to 85%
 - Decouple exhibition from Millennium diploma.

- 5) Reorganize cabinet into expanded professional development group.
 - Less than 10% of time on policy and more on curriculum alignment and development.
 - Meetings at least every three weeks (12 for year) with instruction is the main agenda item.
 - Development of school-wide protocol for looking at student work.
 - Use of the protocol 5-7 times over the year by each Department.

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 2010-11 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, PLA, 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 / Advanced Regents diploma

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal. Continue to 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 Regents math exam sequence. Target the percentage of students passing Alg II / Trig Regents at 80%. This will represent a 6 point / 8% increase over last year’s Math B pass rate of 74%.</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, has revamped the curriculum, and now plans with someone who will push his intellectual and organizational skills. • 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 human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Our strongest math curriculum staff teach all five pre-calc sections and are upgrading the curriculum. • Regular vertical observation visits with math teachers to give feedback on skills and content in class. • Have increased math department by one teacher.
<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 assessment 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. • Periodic review of class assignments by the department to consider relationship between task and performance.

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 2010-11 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, PLA, 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 2 – English / CUNY readiness

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal. 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 2011, had 79% of the students score a 75 or higher on the English Regents. 82% or more of the class of 2012 will score a 75 or higher on their English Regents exam. This will represent 3.7% increase.</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 finals as well as the students' PSAT scores to identify indicators of both success and concerns. • Increasing the frequency of classroom visits to the junior English courses. • Arrangements are being made for at least three inter-visitations during the year. • Periodic review of class assignments by the department to consider relationship between task and performance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Regular vertical observation visits with English and math teachers to give feedback on skills and content in class. • Created two new curriculum planning groups facilitated by PD teacher. • Developed DYO assessments to administer in 10th grade and have department review.
<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 assessment 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 2010-11 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, PLA, 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>Describe your goal. Pushing how effectively we teach content, particularly in history, which has been the lowest performing exams over the years. I am interested in applying the college ready standard used by CUNY to history in order 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 69% to 72%. This is a 4.1% 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. • I am 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 human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Skills focus at department meetings is literacy and identifying appropriate evidence. • 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 assessment score reports that suggest students will pass the June exam. • Evidence of high engagement and understanding by students during classroom visits. • Periodic review of class assignments by the department to consider relationship between task and performance.

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 2010-11 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, PLA, 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): Cabinet

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Describe your goal. Reorganize cabinet into expanded professional development group with less time spent (10% or less) on policy and more on curriculum alignment and development. Meetings at least every three weeks (12 for year) where instruction is the main agenda item.</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"> ▪ Cabinet members are now department heads (rather than grade team leaders). ▪ Members are chosen by departments rather than assigned by principal. ▪ Subordinate policy recommendations / discussions to kitchen cabinet for review (not debate) of full cabinet.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Allowed departments to select facilitators. • Distributed books on Instructional Rounds and mini observations to all members. • Gave members control over PD schedule and agenda with broad goals and allowed them to organize and tweak departments as see fit. • Set up time for facilitators and then departments to share work with others to break down insularity.
<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"> ▪ Meetings calendared for year and attended by 85%+ or members. ▪ Creation of shared department protocol for looking at student work. ▪ Department review of student work at least 7x during the year with follow up discussions / action items on issues raised. ▪ Sharing between department heads and among staff of department skills lists and work review (3x during the year: Nov / Jan / June).

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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 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
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
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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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9 - 12 Number of Students to be Served: 6 LEP Non-LEP

Number of Teachers 8 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.

Section III. Title III Budget

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) - 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 - 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 - 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	\$2,000	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>.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$338,404.00	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$3,384.04	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

MHS 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 Skedula / 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 Skedula / 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 _____ 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 _____.

Principal's Signature: Robert Rhodes _____

Date _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

Pages 9-10 with supporting documentation on pages 11-14.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Pages 9-10 with supporting documentation on pages 11-15.

3. Instruction by highly qualified staff.

All of Millennium's current staff have a MA or higher and teach in their content area.

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.

Pages 11-14 that address goals, resources and strategies.

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 that include longer individual appointments with advisors. These coincide with progress reports that have student performance indicators accompanying the grade. 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 Skedula which includes complete student records and a fully accessible electronic grade book.

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 facilitators, 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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X			\$338,404	X	9 -15, 17-18
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			\$74,442	X	17-18
Tax Levy	Local	X			\$2,904,006	X	9 -15

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: N/A **SURR³ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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: 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.)

On November 1st, 2010 ATS was not reporting any students in temporary housing.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster DSSI 05	District 02	School Number 418	School Name Millennium H.S.
Principal Robert Rhodes		Assistant Principal Colin McEvoy	
Coach type here		Coach type here	
Teacher/Subject Area type here		Guidance Counselor HanNa Kim	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Angela Benfield	
Related Service Provider type here		Other type here	
Network Leader Derek Smith		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	639	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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 pedagogogue 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.

Colin McEvoy is the supervisor of the program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	0													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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, , Physics, Advanced Physics, 4 levels of Spanish, 4 levels of Mandarin, British Literature, American Literature, Dramatic Literature, Economics, Government, U.S. Survey, 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.

Due to the low number (less than 1%) of ELL's in our program, most students receive services through a combination of their regular academic classes and after-school support. A licensed ESL teacher uses ESL strategies in after-school support sessions. 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.

We have no self-contained ESL classes. Our ELL students are offered small group instruction after school with our ESL certified teacher. We have no identified 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.

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.

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 three special educators. Gifted ELLs are in homogeneous classes with all other gifted students.

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

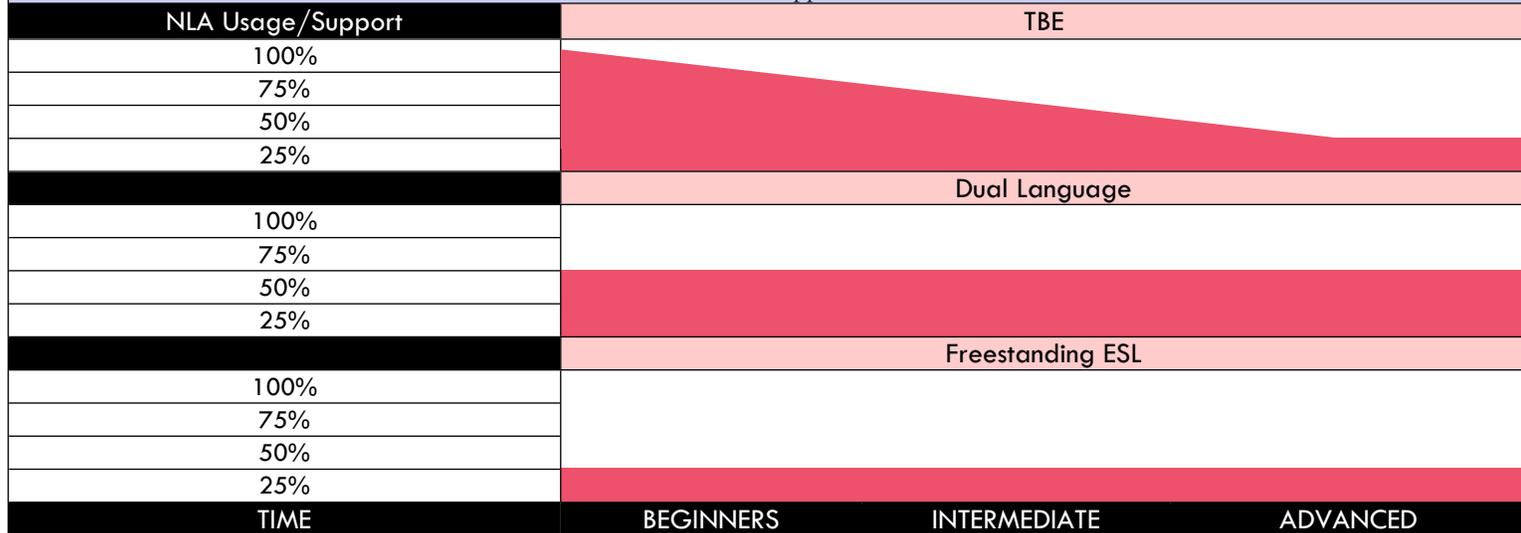
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Targeted intervention for ELLs in specific content areas is provided through after-school support on an as-needed basis. Intervention services, conducted in English, include small group and one-on-one instruction for all disciplines as part of the school's overall academic support.

ESL strategies and techniques are used by content-area teachers as well as our ELL certified teacher.

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.

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 qualifies for this support.

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.

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.

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.

ELLs may pursue study of Spanish and Mandarin in full-year language classes. As noted earlier, four levels of proficiency are offered for both languages.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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, and the use of cooperative learning groups.

Literacy instruction, including addressing potential ELL concerns and supports, is an established part of weekly professional development sessions planned for this year. 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.

Departments also regularly review and discuss student work as part of protocol-based evaluation of tasks and performance. These examinations of student work include identifying transitional students, their particular language-based challenges, and the appropriate pedagogical responses.

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.

E. Parental Involvement

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

The Parent Coordinator, along with advisors and classroom teachers, maintains regular contact with parents through phone, email, and written communication.

In order to provide accurate information, home languages are recorded and maintained on the blue emergency contact cards and on the HLIS. When telephone calls are made to non English speaking parents/guardians, as indicated on Blue Emergency Card, the DOE Translation & Interpretation Unit is contacted and an interpreter is requested to assist with the conversation.

Documents, including the Discipline Code and Bill of Student Rights and Responsibilities, K-12 are distributed in English, Spanish and Chinese, as are Federal lunch forms (when required) and various newsletters and other letters sent to the home.

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.

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.

ELL families are also 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.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

Additional Information

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

Students for the current school year who are eligible to take the LAB-R test have not been tested as of the submission of this report. Testing is scheduled for November.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		