



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MILLENNIUM BROOKLYN HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K684

PRINCIPAL: LISA GIOE **EMAIL:** LGIOE@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lisa Gioe	*Principal or Designee	
Brian Faughnan	*UFT Chapter Leader or Designee	
Craig Hammerman	*PA/PTA President or Designated Co-President	
Reuven Glazer	Student Representative	
Katherine Scavuzzo	Student Representative	
Lindsey Baumgarten	Member/Teacher	
Caryn Davidson	Member/Teacher	
Emilie Trafford	Member/Assistant Principal	
Michelle McInnes	Member/Parent	
Trey Moynihan	Member/Parent	
Deborah Mutnick	Member/Parent	
Loretta Redmond	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Millennium Brooklyn will develop a school wide writing rubric aligned with the common core standards to assess students' writing skills across the content areas.

*80% of student will effectively move up at least one level in the **Analysis category** of the MBHS Writing Rubric which provides a rating scale for research; argument; use of evidence and explanation of evidence by June 2012.*

Comprehensive needs assessment

- We will be focusing on the common core learning standards as part of the citywide initiative. As a new school, we have given baseline assessments to our students in writing across the content areas. We noticed that students were weak in applying basic writing conventions, writing volume and organization and the development of ideas.
- *In addition, 25 of our students received a level 2 on the 8th grade ELA state test. These student sub groups will consist of students who are approaching, at and above proficiency according to baseline (8th grade state exam); fauntas and pinnell reading comprehension leveling assessment; and baseline on demand writing assignments. Standards based tasks will be developed to support the differentiation and scaffolding of skills sets for each proficiency group.*

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
 - 1. Strategies/activities that encompass the needs of identified student subgroups**
 - *The Humanities team has been incorporating argumentative essay tasks into unit assessments, integrating the writing process to actively guide students through task with ongoing feedback and revisions to their individual work. Teachers have been implementing mini lessons focused on writing; conferring with students and keeping conference logs recording each student's needs for the target skill being taught and next steps; incorporating co-planning strategies to effectively group students according to proficiency level in order to effectively differentiate lessons based on skills needed to write an argumentative essay within the context of the unit of study.*
 - *The 25 students who were identified as in need of mandated supports in literacy are receiving academic intervention services in reading and writing for an hour per week with two special education teachers.*
 - 2. Staff and other resources used to implement these strategies/activities**
 - *The ELA teacher attends monthly common core ELA meetings and turnkeys the information at humanities department meetings.*
 - *Teachers will engage in weekly professional development and common planning to develop lessons that incorporate written skills needed for providing evidence to support arguments.*
 - *We created student data tracking charts to monitor students growth in reading and writing, in addition to conference logs to record student proficiency of a skill set within a particular lesson.*
 - 3. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
 - *Teachers will work with Educhange and Office of Technology and School Change Consultants to gain access to resources to support their unit development and lesson planning around the common core.*
 - 4. Timeline for implementation**
 - *A baseline assessment was given in October. In humanities, students are required to write several 5 paragraph argumentative essays throughout the year. We are using the school wide writing rubric to assess each students writing piece. We are collaboratively looking at student work to track student progress over the year. We will come together to formally assess student writing progress in January and June*

using the MBHS writing rubric aligned with the Common Core Standards.

Strategies to increase parental involvement

- We are working with a planning team of parents and Long Island University to establish a Writing Center in our school to help support students on a drop in basis after school.
- Parents have online access to their student's academic performance through Datacation, Pupil Path.
- Each parent and student were given a millennium Brooklyn high school email account to facilitate ongoing communication with the faculty and advisors.
- Parents receive 8 academic reports throughout the school year to provide them with an overall update of their child's academic performance. (four report cards and four mid quarter reports).
- Each student is assigned an advisor that they will remain with for all four years at millennium Brooklyn. The ratio on average is 15:1. That advisor functions as the point of contact for parents.
- Curriculum goals and academic expectations are communicated to all parents through our student – parent hand book, welcome letters/syllabus created by each faculty member and a curriculum night held at the beginning of the school year.
- All parents receive a monthly newsletter to keep them informed of school events.

Strategies for attracting Highly Qualified Teachers (HQT)

- We are providing support in the form of professional development: working with consultants; building in common planning time in every faculty members schedules; using faculty meeting time to discuss student writing.

Service and program coordination

- The collaborations that millennium Brooklyn has created with Educhange, New Visions, Office of Technology and School Change, and Learning Leaders are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- We will use Title I money; Inquiry Team money and FSF Funds to support our efforts.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, 80% of students will effectively apply problem solving protocols that will allow them to successfully complete a multistep, inquiry based mathematical task with accuracy.

Comprehensive needs assessment

- We will be focusing on the common core learning standards as part of the citywide initiative. Multiple observations were conducted in the math classrooms to assess effectiveness of teaching practices to support students' engagement in real world applications of mathematical knowledge. It has been determined that professional development with a focus on student centered learning; strategic task planning and differentiation of instruction is needed to foster students exposure and proficiency in modeling tasks.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

1. strategies/activities that encompass the needs of identified student subgroups

- *Teachers will create a rubric that measures student proficiency in application of math content and problem solving skills in approaching a real world, multistep task.*
- *Teachers will develop a common core aligned unit of study that engages students in inquiry based problem solving, modeling a real world task.*
- *Teachers have incorporated modeling a real world task in their November Statistics Unit. They have developed a rubric to assess student proficiency in application of math content and problem solving skills in approaching a real world, multistep task. Student work has been assessed and discussed collaboratively. Teachers are using students' progress on this assignment as a baseline for measurement of future progress.*
- *Teachers will incorporate real world modeling task into culminating projects in future units to engage in ongoing assessment of students ability to problem solve within a multistep modeling task.*

2. staff and other resources used to implement these strategies/activities,

- Teachers will engage in weekly professional development and common planning to develop lessons that incorporate inquiry based instruction that models real world application of math skills.*
- Teachers will work with Educhange to gain access to resources to support their unit development and lesson planning around the common core.*

3. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

*A math inquiry team will be created to look at and assess student work.
Administrators will continue to observe and provide feedback to the mathematics team of teachers based on goals established.*

4. Timeline for implementation.

*In January and May, additional tasks, requiring students to engage in problem solving around a real world based task, will be implemented and assessed collaboratively in order to measure student progress.
Teacher created units of study aligned with the Common Core, including tasks; rubrics and student work samples demonstrating progress over time will be collected.*

Strategies to increase parental involvement

- Parents have online access to their student's academic performance through Datacation, Pupil Path.
- Each parent and student were given a millennium Brooklyn high school email account to facilitate ongoing communication with the faculty and advisors.
- Parents receive 8 academic reports throughout the school year to provide them with an overall update of their child's academic performance. (four report cards and four mid quarter reports).
- Each student is assigned an advisor that they will remain with for all four years at millennium Brooklyn. The ratio on average is 15:1. That advisor functions as the point of contact for parents.
- Curriculum goals and academic expectations are communicated to all parents through our student – parent hand book, welcome letters/syllabus created by each faculty member and a curriculum night held at the beginning of the school year.

- All parents receive a monthly newsletter to keep them informed of school events.

Strategies for attracting Highly Qualified Teachers (HQT)

- We are providing support in the form of professional development: working with consultants; building in common planning time in every faculty members schedules.

Service and program coordination

- The collaborations that Millennium Brooklyn has created with Educhange, New Visions, Office of Technology and School Change, and Learning Leaders are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- We will use Title I money; Inquiry Team money and FSF Funds to support our efforts.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

75% of Millennium Brooklyn students will demonstrate proficiency in Algebra I content/skills sets by passing the Integrated Algebra regents with a 75% or above.

Comprehensive needs assessment

Students will be given past Integrated Algebra regents questions in a baseline exam. Students who score a 70 or below will be identified as needing additional support with become a part of a mandatory intervention math group that will meet twice a week. Mini lessons and practice will be given to work towards proficiency in these skills sets. The goal is to support students' movement towards proficiency in Algebra and passing Algebra regents.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups**
Teachers will create mini lessons and practice tasks aligned to the skills sets students need to work on based on the questions they struggled with on the baseline assessment. These lessons will be done in a small group setting; therefore skill can be modeled, broken down into steps, and reinforced until students demonstrate mastery.
 - b) Staff and other resources used to implement these strategies/activities**
The teacher working with this particular group of students is a special education math teacher who will be able to teach a variety of strategies to meet the needs of all types of learners.
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
A math inquiry team will be created to look at and assess student work and progress made as they take part in this intervention. The teacher working with this particular group of students will facilitate the inquiry team and design assessments to measure students progress as they complete their work with each skill set that has been identified for them to work towards proficiency level.
 - d) Timeline for implementation.**
In December, the baseline was given to all students and based on the results the Inquiry Team will determine which students need to be a part of the math intervention group. In the beginning of January the groups will begin meeting twice a week. Informal assessments will be included in the work with each group to measure progress and identify any other particular skills that need to be addressed. In March, students will take another Integrated Algebra regents, to measure progress and allow inquiry team to identify additional skill sets that need to be strengthened before the taking the regents in June.

Strategies to increase parental involvement

- We are working with a planning team of parents and Long Island University to establish a Writing Center in our school to help support students on a drop in basis after school.
- Parents have online access to their student's academic performance through Datacation, Pupil Path.
- Each parent and student was given a millennium Brooklyn high school email account to facilitate ongoing communication with the faculty and advisors.
- Parents receive 8 academic reports throughout the school year to provide them with an overall update of their child's academic performance. (Four report cards and four mid quarter reports).
- Each student is assigned an advisor that they will remain with for all four years at millennium Brooklyn. The ratio on average is 15:1. That advisor functions as the point of contact for parents.
- Curriculum goals and academic expectations are communicated to all parents through our student – parent hand book, welcome letters/syllabus created by

each faculty member and a curriculum night held at the beginning of the school year.

- All parents receive a monthly newsletter to keep them informed of school events.

Strategies for attracting Highly Qualified Teachers (HQT)

- We are providing support in the form of professional development: working with consultants; building in common planning time in every faculty member's schedules.

Service and program coordination

- The collaborations that Millennium Brooklyn has created with Educhange, New Visions, Office of Technology and School Change, and Learning Leaders are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- We will use ARRA Title I money; Inquiry Team money and FSF Funds to support our efforts.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	25	10	10	5	N/A	N/A	4	N/A
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. Teacher designed tasks based on the baseline assessment. 2. Small group instruction. 3. After school.
Mathematics	<ol style="list-style-type: none"> 1. Teacher designed tasks based on the baseline assessment. 2. Small group instruction. 3. After school and during the day.
Science	<ol style="list-style-type: none"> 1. Teacher designed tasks based on the baseline assessment. 2. Small group instruction. 3. After school.
Social Studies	<ol style="list-style-type: none"> 1. Teacher designed tasks based on the baseline assessment. 2. Small group instruction. 3. After school.
At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	<ol style="list-style-type: none"> 1. Social Development Curriculum; Behavior Modification; Boys Group; Girls Group. 2. Small group. 3. During the school day and afterschool.
At-risk Health-related Services	N/A

PARENT INVOLVEMENT POLICY (PIP) FOR MILLENNIUM BROOKLYN HIGH SCHOOL

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology via giving parents log access to Pupil Path (student data site); a Millennium Brooklyn HS email address for access to the schools distribution list to foster ongoing communication; individual parent meetings to goal set; individual meetings with students advisor to serve as a point of contact throughout all 4 years at Millennium Brooklyn; parents receive 8 academic reports throughout the school year to provide them with an overall update of their child's academic performance. (Four report cards and four mid quarter reports).
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; Each student is assigned an advisor that they will remain with for all four years at millennium Brooklyn. The ratio on average is 15:1. That advisor functions as the point of contact for parents; Curriculum goals and academic expectations are communicated to all parents through our student – parent hand book, welcome letters/syllabus created by each faculty member and a curriculum night held at the beginning of the school year; all parents receive a monthly newsletter to keep them informed of school events.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; holding an annual curriculum night to inform parents of expectations and the syllabi for each content course; monthly school newsletters.
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Derreck Smith	District 15	Borough Brooklyn	School Number 684
School Name Millennium Brooklyn High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Lisa Gioe	Assistant Principal Lindsey Baumgarten
Coach N/A	Coach N/A
ESL Teacher N/A	Guidance Counselor Social worker: Lili Feldman
Teacher/Subject Area Erin Kempf, Humanities 9	Parent type here
Teacher/Subject Area Raeann Dinardi, Special Ed	Parent Coordinator type here
Related Service Provider Speech Provider: Carrie Bram	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	107	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. *i*

Currently, we don't have ELL students who attend Millennium Brooklyn. We have a team in place to assess student data as we receive incoming classes to make sure we provide the services students need.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0				0
Dual Language (50%:50%)										0				0
Freestanding ESL														
Self-Contained										0				0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Push-In										0				0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)		0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years		0	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				0
Chinese										0				0
Russian										0				0
Bengali										0				0
Urdu										0				0
Arabic										0				0
Haitian										0				0
French										0				0
Korean										0				0
Punjabi										0				0
Polish										0				0
Albanian										0				0
Yiddish										0				0
Other										0				0
TOTAL	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	
	EL L	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	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Currently, we don't have ELL students who attend Millennium Brooklyn. We have a team in place to assess student data as we receive incoming classes to make sure we provide the services students need.

Courses Taught in Languages Other than English ⓘ

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

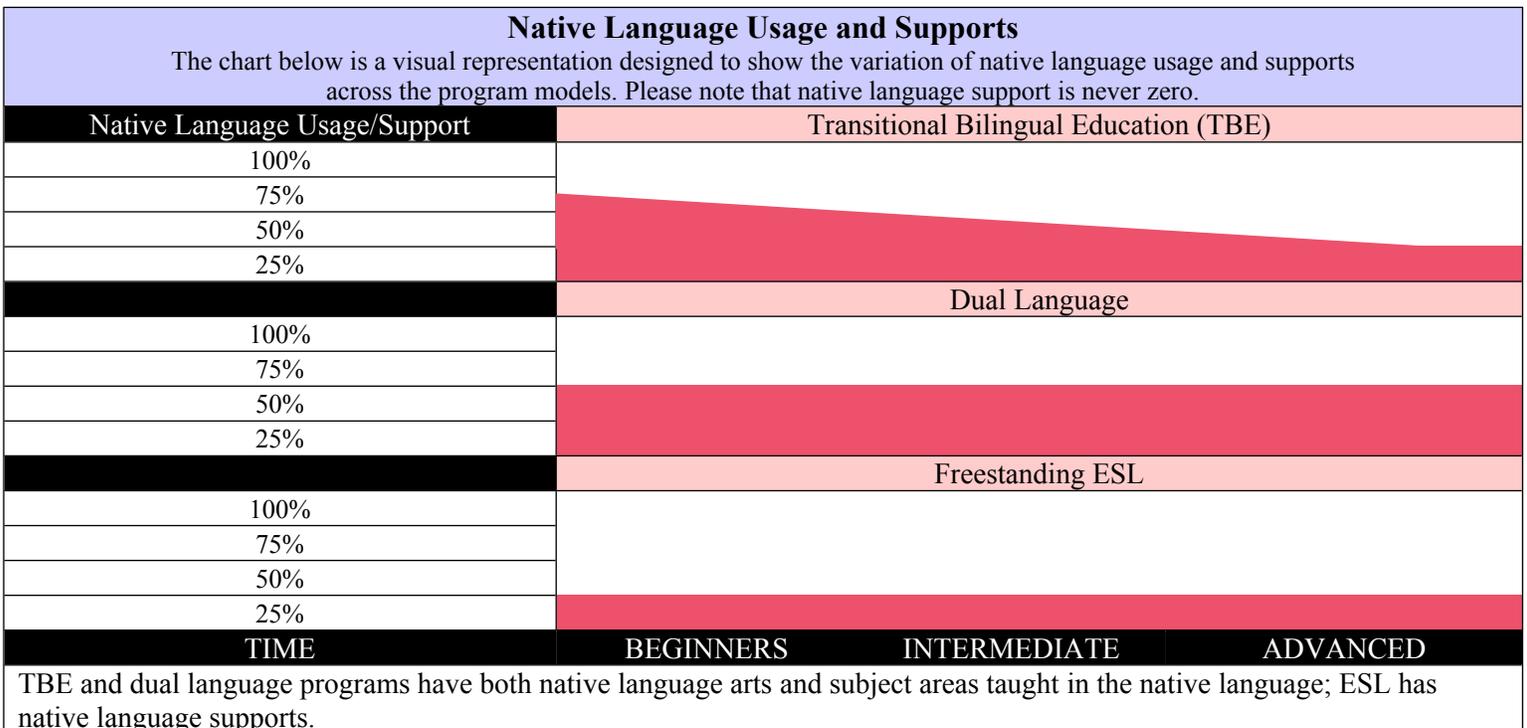
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		

Math:	0
Science:	0

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



B. Programming and Scheduling Information--Continued

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

Currently, we don't have ELL students who attend Millennium Brooklyn. We have a team in place to assess student data as we receive incoming classes to make sure we provide the services students need.

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)?

Currently, we don't have ELL students who attend Millennium Brooklyn. We have a team in place to assess student data as we receive incoming classes to make sure we provide the services students need.

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.

Currently, we don't have ELL students who attend Millennium Brooklyn. If we receive students who need services, we will incorporate professional development into the teachers schedules and our school-wide professional developments.

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?

Currently, we don't have ELL students who attend Millennium Brooklyn. We have a team in place to assess student data as we receive incoming classes, and they would be responsible for communicating with parents.

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?

Currently, we don't have ELL students who attend Millennium Brooklyn. We have a team in place to assess student data as we receive incoming classes, and they would be responsible for communicating with parents.

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 684 School Name: Millennium Brooklyn High School

Cluster: CFN156 Network: New Visions

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.

Upon arrival of our first 9th grade class, we looked through all records from middle school to determine the translation needs of all students. When we prepared, orientation packets and registration forms, we made sure it was sent in the appropriate language. We will continue with this process as we continue to grow as a new school.

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.

Using data collected from student files, we will report on schools report card, all findings of various diverse groups in our school.

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 currently use in house personnel to translate items into Spanish which is the second most popular language among our families. We also use the department of education translation unit to translate documents into Spanish, Arabic, Chinese and Japanese.

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 use in house personnel for Spanish however always bring in staff from the Legal Interpreting Services for parent teacher conferences, IEP meetings or other meetings as determined by the parent. For parent teacher conferences and IEP meetings, we plan in advance when we schedule meetings for parents who need translators, and have the translator available via phone.

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>.

Using data compiled by middle schools, once students are accepted into our 9th grade, we check the new records to look for students whose parents may have language concerns. We then make sure to have all documents translated into the various languages as needed by either in house staff or the department of education translation unit.