



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MILLENNIUM BROOKLYN HIGH SCHOOL

DBN (i.e. 01M001): 15K684

Principal: LISA GIOE

Principal Email: LGIOE@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: JOSEPH ZAZA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|----------------------|--|-----------|
| Dr. Lisa Gioe | *Principal or Designee | |
| Brian Faughnan | *UFT Chapter Leader or Designee | |
| Loretta Redmond | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| Sarah Carillo | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Debra Kossar | Member/ Elected Parent | |
| Steve Jacobsen | Member/ Elected Parent | |
| Martin Brutosky | Member/ Elected Parent | |
| Lorraine Spruchman | Member/ Elected Parent | |
| Tiffany DeJaynes | Member/ Elected UFT | |
| Caroline Schwarzkopf | Member/ Elected UFT | |
| Lindsey Baumgarten | Member/ Elected CSA | |
| Deborah Mutnick | Member/ Community Based Organization | |
| Trey Moynihan | Member/ Community Based Organization | |
| | Member/ | |

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|--|--|
| x | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| x | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| x | Academic Intervention Services (AIS) |
| | Title I Plan (Only for schools receiving Title I funding) |
| x | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Create a system for tracking supports (instructional, behavioral and emotional) provided to students in the ASD/NEST program to better assess professional and student growth and the success of the program as it doubles in size.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The MBHS Special Education Department case conferences students weekly at our after-school Nest meeting. As the school's Special Education population has doubled in size this year, the team needed to create a system to track the strategies being implemented for each student in order to measure their effectiveness and student growth. In the past, the Special Education team implemented strategies but didn't have a system to document and measure student progress. Furthermore, the team recognized the need to create a system for communicating the strategies to the students' general education teachers.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. In September, the Special Education Department met and created a case conferencing sheet to be used when students are being case conferenced in order to track both the behavior observed and the strategies being designed to address the areas of concern. The sheet has a follow up element, which allows the team to revise the strategies after they are implemented to measure their effectiveness and revise as needed. In addition, the case conferencing sheet identifies the student's IEP goals and what strategies are being implemented to enable the student to master their goals. Along with the case conferencing sheet, a Google document was created for each student and is completed by the case manager when the student is being case conferenced. The team uses a Google calendar to ensure all students are being case conferenced every six weeks.
2. Beginning in September, the team meets weekly and uses the case conference sheet to document an action plan for each student and create a "tool box" of strategies that can be shared across disciplines to best support each student's growth.
3. After the first marking period, the Special Education team evaluated and reflected on the case conferencing sheet and identified areas that needed to change. The team modified and streamlined the sheet to be more user-friendly, and created a protocol to complete the sheet during the weekly meetings. All case conferencing sheets are then placed in a binder to be used during follow-up meetings. In addition, the team conducted a first quarter reflection for each student to identify what strategies worked and what needs to change to ensure success for each student the next quarter. Based on these reflections, additional modifications, accommodations, and services will be put in place to support students' growth in quarter two and beyond.

B. Key personnel and other resources used to implement each strategy/activity

1. The Special Education Department comprises the key personnel responsible for creating and implementing the system for tracking individual student's supports and growth.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. At the end of each quarter, the Special Education team analyzes each student's documentation and evaluates whether each student's progress toward their goals and the effectiveness of the systems and structures the team implemented. This evaluation is done through a quarterly reflection sheet completed for each student. The goal is that the sheet is easy to fill-out and reflects the case conference document for that particular student.

D. Timeline for implementation and completion including start and end dates

1. **September** Tracking system was designed
2. **November (after quarter one)** Evaluate and reflect on the tracking system and make any necessary changes. Complete Quarter reflections for each student.
3. **January (end of first semester)** Evaluate and reflect on the tracking system and make any necessary changes. Complete semester reflections for each student and revise supports and strategies for the spring semester.
4. **March (end of quarter three)** Evaluate and reflect on the tracking system and make any necessary changes. Complete Quarter reflections for each student
5. **June (end of second semester)** Evaluate the tracking system used throughout the school year and make necessary revisions for the following year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Weekly ASD Nest Team meetings
- Weekly Special Education meetings
- Weekly co-planning meetings for co-teachers
- Executive Functioning course for Students
- Social Development Skills groups for students
- Small group college preparation classes for 11th grade students in the ASD Nest Program
- Fully inclusive ASD Nest Program with 8 periods of support per day
- ASD Nest room used for breaks, counseling, skills groups

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent breakfasts for families of students in the ASD Nest Program; College Process workshop for parents of students with IEPs; Social Worker Outreach – regular family appointments

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | x | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|---|----------|----------|-----------|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

ASD Nest funding is used to provide per session for curriculum planning and weekly ASD Nest Team meetings. During these meeting students are case conferenced to identify academic, social, and emotional areas of need. The team then creates intervention plans for the identified areas as well as systems to document the interventions used during these meetings. This allows the team to track student progress and enables increased consistency across disciplines, which helps the ASD NEST team measure the effectiveness of the interventions provided, resulting in student growth.

- ASD Nest funding is used to staff a full time Special Education teacher team in order to provide an 8 period per day coverage for each identified ASD Nest class.
- ASD Nest funding is used to provide per session for curriculum planning and weekly ASD Nest Team meetings.
- ASD Nest funding is used to partially fund a guidance counselor and fully fund two full time social workers.
- ASD Nest funding is used to support a full time special education / ELA coach to support teachers.
- ASD Nest OTPS is used to fund curricula needs in the classroom.
- ASD Nest OTPS is used to fund consultants from NYU and Hunter College.
- Fund for Public Schools Grant money is used to provide training for a team of our special education teachers in Executive Functioning supports and curriculum.
- RTTT funding is used to fund a full time Assistant Principal of Special Education

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2014, 80% of students will effectively model problems mathematically, allowing them to successfully complete a multi-step, inquiry based mathematical task with accuracy.
- By June 2014, 80% of students will effectively use mathematical vocabulary to construct viable arguments and critique the reasoning of others during individual and group-based mathematical inquiry tasks.
- Common benchmark assessments were developed by the Math department and will be given on a quarterly basis to assess and measure student progress toward proficiency in mathematical problem solving.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- The MBHS Math Department designs curriculum using the Common Core Learning Standards (CCLS) as part of the citywide initiative. Multiple observations were

conducted in math classrooms last year to assess effectiveness of teaching practices to support students' engagement in real world applications of mathematical knowledge. Teachers assessed students' ability to complete a multistep problem with a real world application. The MBHS administrative team 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. As a result, the Math Department developed a Problem Solving Helper (PSH) template for problem solving requiring students provide a narrative of problem approach, strategy choice, and a solution reflection, using math vocabulary learned as they solve a multistep problem embedded within a real world context. In September of 2014, the team used a baseline assessment to help analyze students' ability to solve a complex word problem embedded in a real world context, and write down their critical thinking process for each step of the problem. It is as a result of data from this baseline assessment that these needs were identified.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- The Math Department developed initial lessons created by members of the department. These lessons are implemented in all math classes, and students use the PSH template to solve multistep math problems. The department also use a math vocabulary bank and word wall to provide students with the language they need to embed specificity in their narratives as they problem solve using the PSH template. Weekly inquiry team meetings are designed to assess students' math skills, proficiency in use of correct formulas and problem solving strategies to approach problems, and the ability of students to think critically and evaluate their answer within a real world context. The team then designs academic intervention for students in need, using assessment data to identify student proficiency gaps and areas of need. Finally, Saturday and Summer Regents' preparation classes are implemented to help all students master critical problem solving strategies and prepare for Regents' exams.

2. Key personnel and other resources used to implement each strategy/activity

- The Math Inquiry team is comprised of 9 teachers and the administrative team. The inquiry team meets weekly and collaborates to design interventions, hone instructional practices around problem solving, assess student work, and norm instructional expectations. The Math Common Core standards, the MBHS Problem Solver Helper, and Delta Math are all resources the team uses to create real world problems and interventions around problem solving.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Quarterly common benchmark assessments were developed by the Math Department. This data is stored on the department data tracker and a school-wide bottom third tracker. These assessments are given in September 2013, November 2013, January 2014, March 2014, and June 2014.

4. Timeline for implementation and completion including start and end dates

- In September, a baseline assessment was given to all students. In November 2013, benchmark assessments were given to each student. These assessments were scored by the Math team and entered into a data tracker. Tier I interventions were implemented introducing the PSH helper and Math word walls to all students in grades 9 through 11. At the end of each unit, teachers embed real word problems into unit assessment and record the data on the data tracker. A semester final will be given and Tier II interventions will begin in January. In March, teachers will gather student data from Tier II interventions and students will sit for a fourth benchmark assessment to assess students' progress thus far and identify next steps. Further Tier I, Tier II, and Tier III interventions will be developed based on this new data. In June, a final assessment will be given. Data will be analyzed and this information will be used to measure student progress and revise curriculum prior to the 2014-15 school year.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Weekly department planning meetings
- Weekly inquiry team meetings
- Quarterly benchmark assessments are scored and student data is tracked
- Students in the bottom third are mandated for academic intervention
- Saturday Regents' preparation classes
- Faculty Meetings to support the instructional model, look at data and develop action plans to support student achievement

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

MBHS held a Curriculum Night in early October to inform the parent community about the assessments and intervention work that was being done. At this point, families of the students identified for intervention were notified and an afterschool AIS plan was created for each student in need. To follow up, at Parent Teacher Conferences,

skill trackers are used to identify specific strengths and weaknesses and inform parents of their child's progress. In addition, we also use Pupil Path, and each student and parent have accounts set up so they can monitor individual progress throughout each school year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | x | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|---|----------|----------|-----------|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

TL FSF money is being used to support the funding of a Math Coach to support the Math Department and address the areas of need in terms of AIS for students and professional development for a new and growing math teaching team. ASD Nest money is being used to fund special education teachers working with students with IEPs. TL FSF will be allocated for an Afterschool AIS program for students who are below proficiency in mathematics. ARRA RTTT Data Specialist & ELA Math Scoring Funds used to pay teachers per session to score assessments after school hours

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will show progress in problem solving and critical thinking skills, protocols and language necessary to develop research questions, explore content, develop research methodology and engage in data analysis to draw conclusions. Common benchmark assessments were developed by the Research department and will be given on a quarterly basis to assess and measure student progress toward skill proficiency.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Research Department uses CWRA assessment data, benchmark performance tasks, informal critical thinking and problem solving assessments, rubrics aligned to a vertical skills tracker that we are modifying now that we have an 11th grade, and research papers to assess student progress over time.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

The Research team administered the College and Work Readiness Assessment (CWRA) to our 9th and 10th graders, which is an open-ended assessment that provides a measure of an institution's contribution to the development of critical thinking and writing skills of its students. This will give us a benchmark for where students are when they enter 9th grade, one year's growth measurement for 10th grade students who took the baseline last year, and allow us to monitor the impact of our developed curriculum over a four year period on students acquisition of critical thinking and problem solving skills embedded in research design and implementation when students take the assessment again in 12th grade. Students' scores are matched against other schools in the country so that the team can compare data. ICT and ASD Nest classes are co-taught by a general education teacher and special education teacher. The Research team supervises a writing center afterschool to support students in need of additional support.

2. Key personnel and other resources used to implement each strategy/activity

We have a full Research team of teachers licensed in Science, English or Special Education. 9th graders take a required elective in Quantitative Research. 10th graders take an elective in Qualitative Research. 11th grade students select two out of four semester long research electives: Sociology; Anthropology; Sustainable Design; and Statistics.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The Research team meets bi-weekly. This year we have worked with a staff developer from the Council for Aid on Education during our summer retreat with the goal of developing four benchmark performance tasks per Research course (two tasks for the semester long courses). This allows us to create action plans based on the CWRA exam data and measure student achievement using the benchmark performance tasks. The Research team attended the NCMSSST conference in November 2013 to network with other schools administering the CWRA and discuss research program design resources and curriculum. In January 2013, new members of the Research team will get the CWRA data and participate in a 2-day data analysis and action plan session to review student data and engage in next steps for intervention, enrichment and curriculum development. We will use this data to evaluate our curriculum and begin to develop period assessments to monitor student progress over time, as well as identify students in need of intervention.

4. Timeline for implementation and completion including start and end dates

1. Quarterly performance tasks were developed by the Research department. These assessments are given in September 2013, November 2013, January 2014, March 2014, and June 2014. The team uses common rubrics, curriculum maps, and student work to revise our vertical research skills map, as well as assess student proficiency in these skills from benchmark to benchmark.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Weekly department planning meetings.
- Weekly inquiry team meetings.
- Quarterly benchmark assessments are scored and student data is tracked.
- Faculty Meetings to support the instructional model, look at data and develop action plans to support student achievement.
- Annual participation and presentation at the NCSSMST & NAGC Educator Conferences.
- Annual participation and presentation at the NCSSMST Student Research Symposium.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

MBHS held a Curriculum Night in early October to inform the parent community about the assessments and intervention work that was being done. At this point, families of the students identified for intervention were notified and an afterschool AIS plan was created for each student in need. To follow up, at Parent Teacher Conferences, skill trackers are used to identify specific strengths and weaknesses and inform parents of their child's progress. In addition, we also use Pupil Path, and each student and parent have accounts set up so they can monitor individual progress throughout each school year. Each year we invite parents to Research Symposium to where students select one of their Research projects to present in a formal presentation, panel discussion, video clip, or poster session.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | x | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|---|----------|----------|-----------|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

Progress shown in the areas of problem solving and critical thinking skills are measured using the CWRA assessment, which is funded by the Fund for Public Schools Grant Money. Funds for Public School money will be allocated to support professional development in performance task design for research teachers. In addition, TL FSF per session money is used for curriculum development and planning to fosters problem solving, critical thinking, and research methodology.

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- The MBHS Humanities Department has developed specific writing rubrics aligned with the Common Core standards to assess students' writing skills across each content area (ELA, Social Studies and Science). Furthermore, common assessments were developed by the Humanities and Bio-Chemistry departments at MBHS. These benchmark assessments will be given on a quarterly basis in order to assess and measure student progress toward proficiency in argumentative writing.
- 80% of students will effectively move up at least one level of proficiency (range of low, medium or high proficiency of skills) within the content specific Writing Rubric which provides a rating scale for formal scientific writing: development of claims and counter claims, use of supporting textual evidence, thorough explanation, and critical thinking skills to determine the validity of these claims.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Each September, all students at MBHS sit for Common Core aligned baseline assessments in each of their core subject areas. This assessment data is used to guide each department and inquiry team's goal(s) for the year. Student data on the argumentative writing portion of these assessments revealed a need to address students' ability to craft clear claims, use textual evidence to support these claims, and explain how and why their evidence supports their arguments. This assessment data, in conjunction with the new Common Core literacy shifts, informed the goal of developing common assessments, rubrics, and instructional strategies in order to improve students' argumentative writing ability.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

6. Departmentalized inquiry teams use weekly meeting time to develop common assessments, data trackers, rubrics, and instructional interventions. On a quarterly basis, common assessments are given to each student in order to measure the progress they demonstrate around argumentative writing. Teacher teams work together to analyze data to determine the proficiency gaps for each student before addressing these gaps with whole-class (Tier I), small group (Tier II), and individual (Tier III) instructional interventions. In this way, teams of teachers are consistently examining student writing data and providing targeted instruction to help students move toward skill mastery. Special support is provided for each grade level's academic bottom-third, who receive Academic Support Services aimed at improving their ability to craft claims, use evidence effectively, and thoroughly explain the connection between their arguments and evidence. Finally, each department shares their data and instructional strategies during faculty meetings in order to identify best practices.

2. Key personnel and other resources used to implement each strategy/activity

1. Each teacher at MBHS is a member of an inquiry team, and as such the most important resource we have for improving students' writing proficiency are the teachers themselves. A school-wide inquiry cycle and inquiry protocols for each meeting were created in August, and data trackers are used to share findings and highlight student progress toward skill mastery. MBHS also has a partnership with Long Island University, which helps staff our writing center to provide extra support for students in each grade level. Finally, students in Humanities (including those receiving AIS for literacy) use Achieve3000, an online program that provides differentiated texts to bolster students' lexile reading levels and argumentative writing ability.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Every quarter, each student at MBHS sits for writing assessments that both reflect the Common Core literacy shifts and mirror New York City English-Language Arts Performance Tasks. The assessments are scored by teams of teachers using a common rubric, and an item analysis is conducted to determine the specific areas of need for each student regarding their ability to craft clear claims, use evidence, and explain connections between their arguments and their evidence. This data is then used to target needs-based instructional interventions for each student across all grade levels before re-assessing students to determine progress toward proficiency. In this way, the school-wide inquiry cycle helps teachers identify the effectiveness of each instructional intervention and closely monitor each student's progress.

4. Timeline for implementation and completion including start and end dates

1. Students sit for their baseline assessments during the first week of school in September. Dates have also been calendared for school-wide benchmark assessments in November, January, March, and May. Following the inquiry cycle, student writing proficiency is carefully analyzed and measured after each of these assessments. In June, inquiry teams will reflect on the data and determine the extent to which each student moved toward proficiency by comparing baseline assessment scores to subsequent benchmark assessment scores.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Weekly department planning meetings
- Weekly inquiry team meetings
- Quarterly benchmark assessments are scored and student data is tracked
- Students in the bottom third are mandated for Academic Intervention
- Saturday Regents Prep Classes
- Faculty Meetings to support the instructional model, look at data and develop action plans to support student achievement

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

MBHS held a Curriculum Night in early October to inform the parent community about the assessments and intervention work that was being done. At this point, families of the students identified for intervention were notified and an afterschool AIS plan was created for each student in need. To follow up, at Parent Teacher Conferences skill trackers are used to identify specific strengths and weaknesses and inform parents of their child's progress. In addition, we also use Pupil Path, and each student and parent have accounts set up so they can monitor individual progress throughout each school year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | x | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|---|----------|----------|-----------|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

ASD Nest Funding is used to support co-teaching and intervention within inclusive environments that have both neurotypical students and students with Autism, which

allows us to provide additional writing support to those students in need of individualized writing support. In addition, RTTT funds were given to new schools to support assessment, differentiation and intervention. ASD Nest Funding is also used to support a full time Special Education / ELA coach to support teachers. A session for school year professional development and planning (inquiry team) on data analysis of student lexile scores and implications for instructional planning. Educhange and Achieve 3000 are used to provide instructional strategies and activities to achieve this goal. Finally, TL FSF is used to fund a full time Assistant Principal of Instruction

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The MBHS Administrative and Professional Development teams will support teachers' professional growth and instructional practices through ongoing cycles of informal and formal observations measured by individual goal trackers created by teachers and administration. 100 percent of teachers will improve across 22 identified competences using Danielson's rubric as a school wide benchmark.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Opened in 2011, MBHS is a new and growing school, and this year our staff nearly doubled. To provide professional support and clarity around the new *Advance* teacher evaluation system, the administrative and Professional Development teams sought to provide targeted professional development around each domain of the Danielson Framework, and use observation data and reflection protocols to help teachers set professional goals for each domain of the Danielson Framework. In this way, the aim is to help teachers target specific areas of professional growth in a cohesive, deliberate manner.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1. During the MBHS Summer Retreat, teachers completed an intensive series of workshops around each domain of the Danielson Framework. Staff conducted observations (via video clips) of teacher practice and analyzed artifacts from their own practice – including curriculum maps, lessons plans, and data binders – before using the Danielson Framework to norm expectations around best teaching practices. Each faculty member was also given access to Teachboost, an online system used to manage and track professional goals through classroom observations. Based on feedback from the 2012/13 observation cycle and a reflection activity around teaching practice, each teacher set a professional goal for each domain of the Danielson Framework, and committed this goal to Teachboost in order to track their professional progress throughout the 2013/14 school year. During the weekly administrative cabinet meeting, the administrative team sets observation schedules to provide timely and consistent feedback for all teachers. Targeted professional development around specific components of the Danielson Framework (for example, questioning and discussion techniques, or using frequent assessment to diagnose student needs) is provided on an ongoing and as-needed basis in order to help teachers grow as educators. In addition, the MBHS Professional Development team meets every week to plan professional development and identify teacher needs regarding professional growth on the Danielson Framework. Finally, the four members of the MBHS administrative team pair up to conduct observations in order to norm expectations and ensure standardized ratings on each component of the Danielson Framework.

- **Key personnel and other resources used to implement each strategy/activity**

The administrative team works closely with the Professional Development cabinet – a group of educators across grade levels and departments – to design professional development and support teacher practice. On a regular and ongoing basis, specific teachers are encouraged to share best practices around various components on the Danielson Framework, such as when teachers designed and led six different teaching workshops during the MBHS Election Day PD. Teachboost is used to organize each teacher's professional goals, set observation schedules, and provide targeted feedback to teachers. Finally, the administrative team has worked with both network and Department of Education coaches to calibrate and norm our practice around the Danielson Framework in the new *Advance* teacher evaluation system.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Each week, the administrative and Professional Development team elicit feedback from teachers and design targeted professional development to bolster instructional practice across all grade levels and subject areas. These workshops and activities are informed by both teacher needs and data from classroom observations, helping to ensure that we continually address areas of greatest need regarding our collective professional practice. In addition, the administrative team will conduct a minimum of two observations per teacher prior to the mid-Winter Recess, at which point the team will assess and measure the professional growth of each teacher

across all components of the Danielson Framework, and design professional development around areas of need. Post-observation meetings are scheduled on an as needed basis to help teachers reflect on their lessons and articulate next steps for their professional growth. Finally, teachers conduct regular inter-visitations in order to share instructional interventions and strategies.

• **Timeline for implementation and completion including start and end dates**

1. Informal observations began in mid-September and will continue on a regular basis through June. Observations are scheduled and conducted weekly by each of MBHS's four administrators, and weekly staff and Professional Development team meetings are used to share best practices and elicit professional development feedback. In January, the administrative team will meet to revisit and update each teacher's professional goals based on the observation feedback and data collected throughout the first semester.

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Weekly faculty meetings to support professional development
- Daily Administrative Cabinet meetings to calibrate teacher observation ratings
- Quarterly visits from the network Talent Coach to support the Administrative team with observation calibration and archive data rubrics
- Weekly department meetings
- Bi weekly co-planning meetings
- Weekly Inquiry team meetings
- Weekly Grade Team Meetings
- Weekly professional development team meetings
- Biweekly mentor meetings set up for new teacher support
- Weekly coach meetings with faculty
- Quarterly observation cycle created by the administrative team

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Our teacher support plan was shared with the school leadership team. As we grow as a school, the administrative team will entertain any parent concerns about specific courses and work with the parents, students and faculty to support relationship building and a nurturing and academically rigorous classroom environment.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | x | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|---|----------|----------|-----------|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

ASD Nest Funding used for per session for common planning; curriculum development; and weekly ASD Team meetings to provide professional development to the special Education Department. Inquiry Team money is used for per session to support teacher planning, evaluation of data and assessment development. Fund for Public School Grant is used to support professional development: NCSSMST; NAGC; CWRA; Regional Foreign Language Conference Training. TL FSF funds Educhange Professional Development. TL FSF funds Teachboost which is an online database for teachers to document their goals and for a transparent database for teacher observations to be stored. RTTT funds to pay for a full time AP Special Education. Finally, TL FSF Funds to pay for a full time AP Instruction.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|--|
| ELA | Students complete Tier II and Tier III lessons around argumentative writing skills (claims, evidence, and explanation), complete Achieve3000 guided reading sessions to bolster lexile reading levels, and complete Comprehensive English Regents' preparation lessons, during which teachers use assessment data to target instruction around proficiency gaps | MBHS organizes AIS in small groups of no more than 10 students per teacher. All subject area teachers conduct one AIS session on a weekly basis | ELA AIS is scheduled for students after school on Tuesdays, Wednesdays, and Thursdays |
| Mathematics | Students complete Tier II and Tier III lessons problem solving and modeling, and teachers design Algebra I, Geometry, and Algebra II – Trigonometry Regents' preparation lessons using assessment data to target instruction around proficiency gaps | MBHS organizes AIS in small groups of no more than 10 students per teacher. All subject area teachers conduct one AIS session on a weekly basis | Mathematics AIS is scheduled for students after school on Tuesdays, Wednesdays, and Thursdays |
| Science | Students complete Tier II and Tier III lessons around informational and formal Science writing, and teachers design Living Environment, Chemistry, and Physics Regents' preparation lessons using assessment data to target instruction around proficiency gaps | MBHS organizes AIS in small groups of no more than 10 students per teacher. All subject area teachers conduct one AIS session on a weekly basis | Science AIS is scheduled for students after school on Tuesdays, Wednesdays, and Thursdays |
| Social Studies | Students complete Tier II and Tier III lessons around argumentative and informational writing, and teachers design Global History and Geography and United States History and Government Regents' preparation lessons using assessment data to target instruction around proficiency gaps | MBHS organizes AIS in small groups of no more than 10 students per teacher. All subject area teachers conduct one AIS session on a weekly basis | Social Studies AIS is scheduled for students after school on Tuesdays, Wednesdays, and Thursdays |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students have weekly mandated sessions with a guidance counselor to support and address the social and emotional needs of each student | All three members of the MBHS Guidance Department have regular and weekly one-on-one meetings with students who require counseling and executive functioning support | AIS for at-risk students is scheduled both during the day and after school on a weekly basis |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | |
|--|---|----------|--------------------|
| Indicate with an "X" your school's Title I Status. | | | |
| School Wide Program (SWP) | Targeted Assistance (TA) Schools | X | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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, such as collaborative community service/fundraising projects;
- Implementing a parent survey as the school grows to illicit parent feedback;
- 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;

I. 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;

II. 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

| | | |
|--|-------------------------|--------------------------|
| District 15 | Borough Brooklyn | School Number 684 |
| School Name Millennium Brooklyn High School | | |

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

| | |
|--|--|
| Principal Dr. Lisa Gioe | Assistant Principal Lindsey Baumgarten |
| Coach Raeann McElveen | Coach type here |
| ESL Teacher Samantha Thomson | Guidance Counselor Caroline Schwarzkoph |
| Teacher/Subject Area type here | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Stephan Jean-Jacques |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 3 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 2 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 386 | Total number of ELLs | 2 | ELLs as share of total student population (%) | 0.52% |
|--|------------|----------------------|----------|---|--------------|

Part II: 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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | 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 | Total # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | 0 | 0 | 0 | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Pull-out | | | | | | | | | | 2 | | | | 2 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|--|--|---|--------------------------------|---|
| All ELLs | | Newcomers (ELLs receiving service 0-3 years) | 2 | ELL Students with Disabilities | 0 |
| 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 SWD. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

| 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 | EP | EL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |

**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 |
| 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: |
| Native American: ____ | White (Non-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 | | | | | | | | | | 1 | | | | 1 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | 1 | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |

Part III: Assessment Analysis

Assessment Breakdown

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

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 |

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

| 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 (SWD) | | | | | 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 (SWD) | | | | | | | | | 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 (SWD) | | | | | | | | | 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 | 2 | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | 2 | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Foreign Language | | | | |
| Government | | | | |
| 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 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use Achieve 3000 to assess students' reading skills by the measurement of their lexile scores. In addition, students' reading comprehension and writing skills are assessed through MBHS teacher designed assessment that are given 4 times a year.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The 2 students we have that receive ESL services, are at the 'advanced' level. 7 students took the LAB-R and 5 didn't qualify for services.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Currently, we haven't administered the NYSESLAT. The two students that are receiving services will take the NYSESLAT in April.
4. For each program, answer the following:
 - a. 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?The new ESL students are freshmen.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
MBHS collects Baseline Data in September and then again through Benchmarks Assessments 3 times during the year in each content area. Based on this data, teachers differentiate their lessons and classroom activities. Additionally, between Benchmarks, teachers provide Tier 1, 2, and 3 intervention supports to students, based on their needs and learning preferences.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In the 9th grade team inquiry meetings, the ESL teacher discusses and models strategies to the team. The teachers then use the strategies in the classroom. In addition, we case conference each student who receives ESL services. At this time, we discuss their educational history, strengths, challenges and strategies they would benefit from.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use the data from Achieve 3000 reading to measure students' reading and writing progress. We also draw upon their report card data and the ESL teacher's observations.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Prior to all students entering MBHS, students and their families are invited for an orientation. At the orientation, families are asked

to identify their language preference (for school communication) on a school designed form. If the families are new to the DOE, they are given a HLS form within 10 days, which is done as an interview with our ESL teacher, Samantha Thomson. After the interview, students take the LAB-R, if necessary. Once we get the results, we meet with each family and explain the services they are eligible to receive and decide as a team the best program to meet the students needs. The services are then put into place immediately.

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.
When we receive the students' scores, we meet with each family to explain the services and what their child is entitled to receive according to their score. If parents are unable to come into school, we conference with the student and their advisor.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
After the Lab-R is administered, families are invited in to discuss the results and placements options. As well, a program selection letter is sent home and a parent signature is required. Our pupil accountant secretary, follows-ups with the family to make sure the letter is received.
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.
We use the Lab-R results to consider placement.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Using the data, from ATS we schedule the NYSESLAT in coordination with our test coordinator, Brian Faughnan.
6. 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.) 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. 
In the past three years, we have had very few students who qualify for services. The ones who have, request the same as services as the school sees fit. We work very closely with families and try to align their requests as best as possible. The culture of the school, is that parents are part of the child's educational support team and choices are made as a team.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])? In 9th and 10th grade, students travel in sections, which allows us to service the students. ESL services are done as a pull-out model and then strategies are generalized in the classroom.
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)?

Students meet with ESL teacher 4 times a week(180 minutes) during our 9th period to receive services. The ESL teachers uses Achieve 3000 and teacher designed materials to meet the learning needs of the students. In addition, support students with their reading and writing assignments across disciplines. In addition, supports students with their ELA work.
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 foster language development and meet the demands of the Common Core Learning Standards.

Accommodations are made throughout all disciplines to support ESL students. For example, students receive ' words of the week' , graphic organizers with sentence starters and powerpoint notes. We use writing workshop to work with individual students to set goals and give strategies to improve their work.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ELLs are advanced, therefore they do not receive evaluation in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs' reading and writing skills are evaluated on the school-wide Baseline and Benchmark Assessments throughout the year. Listening and Speaking are evaluated by the ESL teacher through individual assessments. .
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - 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 former ELLs (in years 1 and 2 after testing proficient).
 - a. N/A
 - b. N/A
 - c. N/A
 - d. N/A
 - e. We'll monitor their progress in Grade Team Meetings and Department Meetings as well as our Bottom-Third Tracker.
7. 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?

Accommodations are made throughout all disciplines to support ESL students. For example, students receive ' words of the week' , graphic organizers with sentence starters and powerpoint notes. We use writing workshop to work with individual students to set goals and give strategies to improve their work.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Currently, our students with IEPs aren't ESL students.

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: | | | | |
| Social Studies: | English | | | |
| Math: | English | | | |
| Science: | English | | | |
| Foreign Language | French | | | |
| Foreign Language | Spanish | | | |
| | | | | |
| | | | | |

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

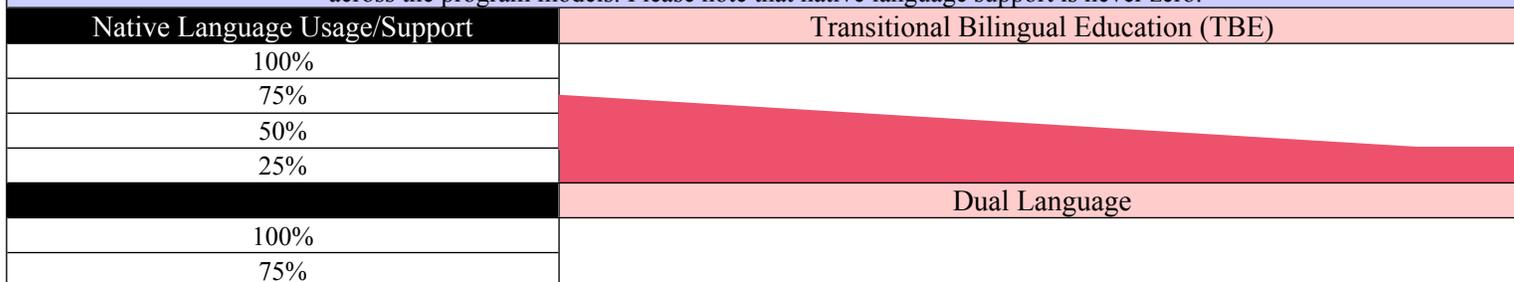
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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



| | | | |
|--|------------------|---------------------|-----------------|
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

9. 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.
We have academic intervention and office hours as a support for all students, especially the few ESL students we currently have. In addition, Achieve 3000 is used in the Humanities class, which can be used in their native language. In addition, we use level texts to address disparities in language development.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In all core classes, (Math, Research, Humanities, Science) vocabulary development is a core part of the curriculum. Students are given a benchmark assessments in all core content areas, which assess their reading, writing, and listening skills in that content area. Students' scores indicate their understanding and effectiveness of the program.
11. What new programs or improvements will be considered for the upcoming school year?
n/a
12. What programs/services for ELLs will be discontinued and why?
n/a
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We have academic intervention and office hours as a support for all students after-school, especially the few ESL students we currently have. In addition, Achieve 3000 is used in the Humanities class, which can be used in their native language. In addition, we use level texts to address disparities in language development. ELL students sit with their advisor to make an after-school schedule that includes office hours and extra curricular activities. We have a wide range of clubs that take place after school. ESL students are encouraged to go and their advisor helps to ensure they participate.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Achieve 3000 is the main technological support that MBHS uses to support ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
n/a
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Achieve 3000 assesses students' reading lexile and designates texts and reading comprehension. Once students have met that level, then the program automatically moved students to the next level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Students are invited to MBHS for orientations and to take placement exams. Additionally, students are given email access to our staff, including the ESL teacher and Guidance Counselor. New ELL students are assessed through Achieve 3000 & the LAB-R to determine their proficiency status and the amount of hours of support they require.
18. What language electives are offered to ELLs?
Students are offered Spanish and French as their foreign language in 9th grade. Spanish and French levels I thru IV are offered as electives. For ELA, students have the option to take Social Justice, Social Anthropology, AP American Lit.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Our ESL teacher attended a NYSESLAT Conference that addresses foreign language teaching but also best practices among teachers of all languages.

2. Common Core Learning Standards are addressed on a bi-monthly basis in weekly faculty PD's. Amongst our conversations, we discuss shifts in the Common Core Standards and how to support all students, including ELLs, in meeting those shifts, like, for example, Building Academic Vocabulary. The faculty does a share-out of activities use to implement the literacy shifts as well as best practices. We also watched videos that demonstrate implementation of the common core standards in the classroom. MBHS has a large special education population as well as a NEST Program. We believe in meeting students at their learning level and in differentiating for all students so that they can best learn. ELLS are including in this populatio nand we discusss different strategies for helping them to meet course goals. Current supports include Tier1, 2 and 3.

3. N/A

4. Carroll Singleton, a network PD consultant, gave a 7.5-hr workshop on ELL strategies to the entire MBHS staff. Activities included strategy share-outs, movie clips that demonstratate best practices, reading of articles and jigsaws to discuss article.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. This is an area of growth for us, we plan to make sure to translate meeting notice and calls well in advance.
 2. As the program grows this will be a goal for us.
 3. We use the students' advisor to communicate and gage parent needs/interest.
 4. As a small school, parent meetings are done based on expressed interest. The majority of our workshops are around the college process. Now that have an 11th, grade we will make to communicate and translate information about the process their native language. Translation is done on the written forms and orally by a staff member if we have one on staff or a translator from the DOE if parent would like one.

E. 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.

Part VI: LAP Assurances

School Name: Millennium Brooklyn High School

School DBN: 15K684

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------------|----------------------|-----------|-----------------|
| Lisa Gioe | Principal | | 12/13/13 |
| Lindsey Baumgarten | Assistant Principal | | 12/13/13 |
| Stephan Jean-Jacques | Parent Coordinator | | 12/13/13 |
| Samatha Thomson | ESL Teacher | | 12/11/13 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Caroline Schwarzoph | Guidance Counselor | | 12/13/13 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: K15684 School Name: Millennium Brooklyn High School

Cluster: 2 Network: 201

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.

Prior to students entering MBHS, students and their families are invited to an orientation. At the orientation, families are asked to identify what language they would like to communicate in. If students are new to the DOE, then they are interviewed by our ESL Teacher, Samantha Thomson, who helps them to complete the HLS. This process is conducted prior to the start of the school year, and if necessary, finished during the first two school weeks. Data collected from the HLS is entered into ATS and a RAPL is generated. From the RAPL, an Excel Sheet is created to document the needs for both written and oral interpretation. This Excel Sheet summarizes the findings to determine the prominent languages other than English spoken at MBHS and the appropriate required signage.

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 the RAPL and HILS Form, we determine the languages spoken by the families at our school. We cross-reference this information by communicating with our Advisors, the students' point person at the school (student to teacher ratio, approx 15: 1). According to this data, MBHS has a limited number of parents/guardians that have self-identified as non-English language preferred individuals. Spanish: 30, French: 1, Russian: 2, Hebrew: 1 Arabic: 2, Polish: 6, Bengali: 2, Chinese: 10 families, Urdu: 2, Vietnamese: 1, Nahuatl: 1. Continued following-up with these families. These findings were reported to the Administrative Staff and the Parent Association via email.

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.

The school is currently developing School Generated Information in both Spanish and English, since, amongst parents speaking languages other than English, there is a majority of Spanish-speaking families. These documents will be created by school staff and parent volunteers. Translations of School Generated Documents into the other most common primary languages (Chinese, Urdu, Bengali, Russian, Arabic) will be created using the resources available through the DOE Translation Unit.

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.

For Parent Teacher Conferences and other instances requiring oral interpretation services, MBHS uses its multilingual staff members as interpreters, principally for Spanish and French-speaking families. When named staff members are unavailable and for families speaking languages other than Spanish and French, MBHS staff will use the Over-the-Phone Interpretation Services provided by the DOE.

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>.

As indicated in the Chancellor's Regulations, MBHS will provide translation services for the 9 most common primary languages other than English. In our school these include: Arabic, Bengali, Chinese, French, Russian, Spanish and Urdu. All qualifying parents will receive a Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. We will receive copies of this document in multiple language on the following website:

<http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Respo>

[nsibilities.htm](http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Respo). Additionally, MBHS will post a sign in the most prominent languages- Spanish and Chinese- indicating the availability of interpretation services. We will print those signs from:

<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. Our school safety plan will contain procedures for reaching MBHS'

administrative offices. Finally, parents will be notified that information regarding how to receive translation and interpretation services, as well as the associated rights, are both available via the DOE website.