

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**15K684**

**School Name:**

**MILLENNIUM BROOKLYN HIGH SCHOOL**

**Principal:**

**LISA GIOE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 15K684  
School Type: Public Grades Served: 9-12  
School Address: 237 7<sup>TH</sup> Ave, 3<sup>rd</sup> Floor, Brooklyn NY, 11215  
Phone Number: 718.832.4333 Fax: 718.499.2126  
School Contact Person: Lisa Gioe Email Address: LGioe@schools.nyc.gov  
Principal: Lisa Gioe  
UFT Chapter Leader: Brian Faughnan  
Parents' Association President: Loretta Redmond  
SLT Chairperson: Brian Faughnan  
Student Representative(s): Jiovanni Moore

**District Information**

District: 15 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY 11221  
Superintendent's Email Address: KWatts@schools.nyc.gov  
Phone Number: 718.455.4635 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 201 Network Leader: Joseph Zaza

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Gioe	*Principal or Designee	
Brian Faughnan	*UFT Chapter Leader or Designee	
Loretta Redmond	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Lissa Jean Baptiste, Jiovanni Moore	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Deborah Mutnick	CBO Representative, if applicable	
Deborah Kossar	Member/ Elected Parent	
Gabriel Brownstein	Member/ Elected Parent	
Solomon Panitz	Member/Elected Parent	
Emily Mottehedeh	Member/ Elected UFT	
Brittany Murdock	Member/ Elected UFT	
Lindsey Baumgarten	Member/ Elected CSA	
Dian Moore	Member/	
Janet Colwell	Member/	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Founded in 2011, Millennium Brooklyn High School's mission is to prepare students for college and career success through a rigorous academic program driven by project-based and experiential learning. MBHS is a screened school that seeks to provide the support of a small community with the academic rigor and course sequence of a larger high school. It is also an inclusive, diverse educational environment that emphasizes collaboration and student-centered learning. The 2013-14 High School Quality Snapshot reveals a diverse student population: 29% of students at MBHS identify as Hispanic, 29% identify as White, 25% identify as Black, and 12% identify as Asian. In order to best meet the needs of the 12% of students with special needs at MBHS, approximately one-half of classes on each grade level are co-taught, with a content specialist and special education teacher working side-by-side as co-lead teachers. MBHS pioneered the first high school Autism Spectrum Disorder (ASD) Nest program in Brooklyn to provide academic and social supports in an inclusive setting for high functioning students on the autism spectrum.

At MBHS there is a strong emphasis on placed on literacy skills, research, and critical thinking across all grade levels and subject areas. Students are required to take four years of Research, beginning with Quantitative and Qualitative Research in 9<sup>th</sup> and 10<sup>th</sup> grade and ending with intensive, content-focused electives like Statistics, Sociology, and Anthropology in 11<sup>th</sup> and 12<sup>th</sup> grade. Students who excel academically have the option of taking one of four Advanced Placement courses offered at MBHS: A.P. Literature, A.P. U.S. History, A.P. Environmental Science, or A.P. Psychology. Students can also take advantage of the internship program that was piloted this year, and upwards of 40 Seniors are currently matched with mentors at agencies ranging from local hospitals to law offices to the Museum of Natural History, where they gain valuable real-world experience and earn high school credit. Students can also take advantage of partnerships that MBHS has fostered with the following organizations: the National Consortium for STEM Secondary Schools (NCSSSS), Brooklyn College, NYU-Polytechnic School of Engineering, Long Island University, BRIC Arts, the Museum of Natural History, Generation On, Methodist Hospital, and Wyckoff Hospital. Thus far, due in large part to the work of our energetic staff, rich course sequence, and support of parents and aforementioned community groups, 99% of students in the first graduating class at MBHS are on track to graduate on time in June 2015, and approximately 50% are making progress toward earning an Advanced Regents' diploma.

Moving forward, our task is to continue to find ways to engage students in rigorous learning activities, both at school and through enrichment activities that often extend beyond the walls of the classroom. Broadening the scope of courses offered at MBHS, ensuring consistent rigor across all subjects and courses, sharpening structures of support to improve the instructional practice of both new and veteran teachers, finding innovative ways to elicit parent and guardian feedback, and honing both the college and internship process remain challenges for the upcoming 2014-15 school year.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### Strengths:

- A comprehensive review of our students' regent's data reveals that the vast majority of students are able to successfully pass the Comprehensive English, Algebra, Living Environment, Global History, and U.S. History regents' exams (pass rates range from a 92% to a 100% for these exams).
- Each year, MBHS conducts a week-long summer retreat during the last week of August. Teachers review and revise curriculum maps and syllabi, craft common baseline and benchmark assessments, review student data around lexile reading levels, and set instructional goals for the upcoming school year.
- Every year, MBHS conducts a well-attended Curriculum Night for parents and guardians in order to inform community members of our rigorous course sequence and students' progress toward regents' and college readiness.
- Every faculty members at MBHS participate in a weekly faculty meeting to share student data on baseline and benchmark assessments, participate in faculty-lead instructional workshops, and norm expectations around rigorous tasks, differentiation, and co-teaching models.
- Every teacher at MBHS has a weekly department meeting built in to their schedule, at which they collaborate with both their co-teacher(s) and department members to analyze data, craft differentiated activities, and norm assessment expectations.
- Every teacher at MBHS participates in a weekly grade team meeting, during which team members identify students who are struggling academically across multiple subject areas before crafting action plans and differentiated instruction to help address gaps in proficiency.
- MBHS has a school-wide inquiry calendar. Every department creates common baseline and benchmark assessments around high-leverage skills and regents' readiness. These assessments are given each quarter, after which department teams meet to analyze student data, update departmental data trackers, identify gaps in student proficiency levels, and craft differentiated instruction to address said proficiency gaps.
- Within departments, teachers conduct regular inter-visitations to observe best co-teaching practices and inquiry-driven instruction.
- During the 1<sup>st</sup> Quarter, MBHS conducted a needs assessment regarding teachers' professional growth and facilitated a number of instructional workshops during the Election Day professional development session. Teachers created and lead workshops around identified instructional needs to target individual educator's areas of instructional growth within their given subject areas.
- MBHS utilizes the advisory model, part of which includes helping each student set individual academic goals and conduct weekly academic check-ins to monitor and assess progress.

#### Challenges:

- While a high percentage of students are successfully passing the Algebra I and Comprehensive English Regents' exams, data reveals that approximately 48% of students on the Algebra I exam and 20% of students on the Comprehensive English exam are not meeting the CUNY cutoff score of 80 and 75, respectively. Furthermore, students' scores on the historically more challenging regents' exams drop dramatically: the number of students passing the Trigonometry, Chemistry, and Physics regents' exams ranges from 30% to 67%. This data suggests

that students may not be developing the higher order reading, writing, and problem solving skills necessary to excel on their regents' exams.

- Departmental data trackers, updated on a quarterly basis, indicate that approximately 10-15% of students across struggle to demonstrate proficiency on reading, writing, and problem solving tasks. The need to engage these students with engaging and rigorous learning activities in order to help them address gaps in their proficiency levels is therefore evident.
- According to the 2013-14 School Quality Review Report MBHS, "implements agreed upon strategies for extending higher-order thinking across classrooms." That said, the QR Report also notes that, "limited consistency and coherence across classrooms hinder opportunities for all students to engage in equally challenging tasks that offer opportunities to extend their thinking." This qualitative data suggests the need for more consistent sharing and professional development around rigorous instruction.

## Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Based on the instructional and academic strengths and challenges of Millennium Brooklyn High School, the goal regarding rigorous instruction for 2014-15 school year is as follows:

- By June 2015, 80% of students in grades 9-10 will demonstrate lexile reading proficiency growth as captured by their Achieve3000 level set exams (students in grades 11-12 do not sit for Achieve3000 Level Set assessments).
- By June 2015, 80% of students will show skill proficiency progress as measured by departmental data trackers. Specifically, students will show growth in their ability to craft and support claims with textual evidence, model mathematical problems in a variety of ways to complete multi-step mathematical inquiries, and complete performance tasks rooted in valid and reliable research.
- By October 2014, 100% of teachers at MBHS will commit to personal instructional goals rooted in both the Danielson Framework. Each goal will be posted on Teachboost – a web-based system used to schedule and conduct observations – to help administrators provide targeted feedback around specific areas of rigorous instructional practice.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
MBHS will create and implement an inquiry assessment calendar. Each department will create a set of benchmark assessments designed to measure students' proficiency levels in reading, writing, and problem solving skills. Students will sit for these common assessments five times during the 2014-15 school year, and department teams will use this assessment data to identify any gaps in proficiency before crafting instructional interventions to address these needs on an on-	All students in grades 9-12	Students sit for baseline assessments in mid-September. Subsequent benchmark assessments	Administrative team, Department Chairs, teachers

going basis.		will be given each quarter	
Using the program Achieve3000, all 9 <sup>th</sup> and 10 <sup>th</sup> grade students at MBHS will sit for a baseline reading assessment in September 2014. Lexile reading level scores will be given to each student, and teacher teams will identify students who are “Far Below” or “Approaching” grade level regarding lexile reading levels. The goal is for all students to improve their lexile reading score by 80 points (or one grade level) between September 2014 and June 2015.	All 9 <sup>th</sup> and 10 <sup>th</sup> grade students, with students “Far Below” or “Approaching” lexile reading levels receiving extra, targeted reading interventions	All 9 <sup>th</sup> and 10 <sup>th</sup> grade students sit for a baseline reading assessment (“Level Set”) in September. Students will then complete six targeted reading activities per month from October to June. Students currently reading “Far Below” or “Approaching” grade level will receive an additional differentiated reading lesson every week.	Administrative team, Humanities Department Chair, 9 <sup>th</sup> and 10 <sup>th</sup> Humanities teachers, Achieve3000 consultants
In order to identify and receive targeted feedback around specific areas of their instructional practice, all teachers at MBHS will commit to professional goals via Teachboost, an online system used to manage teacher observations. These goals will be informed by administrators and observations and will also be used to target feedback and improve the overall quality and rigor of instruction at MBHS.	Teachers	Teachers will commit to professional goals in October after initial observations are completed and they have received feedback around their instructional practice	Administrative team, Department Chairs, teachers
MBHS will use the program Naviance to engage students in college exploration and clarify college requirements and expectations. Students engage with Naviance in advisory and during individual college meetings with their college counselor. Parents and guardians are given workshops on using Naviance to facilitate college exploration, and numerous school trips to a variety of colleges are facilitated by MBHS during students 11 <sup>th</sup> and 12 <sup>th</sup> grade years.	Students	11 <sup>th</sup> and 12 <sup>th</sup> grade students meet regularly in advisory to use Naviance; 12 <sup>th</sup> grade students meet individual on an on-going	Administrative team, Guidance Counselors, advisors

		basis with their college counselor	
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The vision of MBHS relies on collaboration, and as such the administrative team will work closely with teacher teams and department coordinators during weekly department and grade team meetings to support and facilitate goals around rigorous instruction. The MBHS Literacy Coach (Raeann McElveen) will work directly with both teachers and their students to identify and support best practices regarding literacy instruction, as well as working directly with Achieve3000 consultants. Teacher teams will also utilize the web-based programs Achieve3000 and Teachboost, with consultants from these respective companies meeting with teachers and administrators on an as-needed basis throughout the school year. Furthermore, Department Chairs will create data trackers using Google Docs to record and measure student progress throughout the year. Finally, both administrators and teachers will continue to use the Danielson Framework to improve instructional strategies and rigor across all subject areas and grade levels. The annual MBHS Summer Retreat, in conjunction with on-going after school planning, will help support rigorous curriculum development and inform instructional best practices across all subject areas.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

ASD Nest funding, Citywide Instructional Expectations funding, Tax Levy data specialist funding.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

In January, students will have taken three benchmark assessments in each subject area. Teacher teams will have analyzed assessment data after each benchmark assessment, identified students needing instructional interventions, and provided targeted instruction to address said gaps on three different occasions. Teacher teams, working in conjunction with Department Chairs and administration, will meet during the January regents’ week to identify students still struggling to demonstrate proficiency on departmental benchmarks and/or lexile reading level assessments. Additional instructional interventions (i.e. running records, mandated office hours, etc) will be implemented at this time to help these students demonstrate proficiency.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The MBHS 2013-14 High School Quality Snapshot shows that 83% of our students feel interested with the program variety, classes, and activities being offered at MBHS. In addition, our 2013-14 School Survey reveals that 74% of students either agree or strongly agree that the school’s curriculum, instruction and assessment practices makes them excited about learning. In order to provide adequate program variety so that students are engaged in relevant curricula and challenged to meet assessment criteria, it is necessary to expand our course offering within an environment that encompasses all student interests. The current menu of elective options available to students were derived from student and parent interest and include the addition of Advanced Placement courses, Qualitative and Quantitative Research courses, and numerous enrichment clubs.

Our strengths in providing a supportive environment currently include academic tracking through our advisory program, providing students with an opportunity to goal set, helping students implement strategies to achieve success within all classes. Students are also guided through their course selection by their advisor so that their academic program is balanced by their participation in extracurricular activities and enrichment clubs. Students within the ASD Nest program receive additional support through our college readiness program and develop organizational and social skills to support learning in all of their required and elective courses. These students eventually transition to a course sequence that prepares them for earning either a Regents’ or an Advanced Regents’ diploma within the guidelines of their IEPs. To provide all students with a supportive learning environment, the instructional cabinet will identify additional courses that are relevant to student interest and provides the expected level of rigor in the content of these courses prior to implementing them.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, a revised course offering will be available to students that will include additional variety and rigorous choices in courses, enrichment clubs with enhanced structures for student support during advisory for academic monitoring and interventions.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> </ol>			

8. Activities that address the Capacity Framework element of Trust			
Teacher training with curriculum development for new courses	Teachers	On-going during 2014-15 school year	Administration, Department Chairs
Weekly monitoring of student progress during advisory	Students	On-going during 2014-15 school year	Advisors monitoring student progress weekly in advisory, grade team specific meetings monitoring students at-risk students
Weekly update of student performance from advisors to parents and guardians	Parents and guardians of MBHS students	On-going during 2014-15 school year	Administration, grade team leaders, teachers
Addition of academic monitoring and goal setting during the college readiness program	Students with IEPs and / or ASD Nest students who are participating in the college readiness program	On-going during 2014-15 school year	Counselors and select teachers coordinate meetings with students to oversee class assignments and college readiness

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The guidance team meets with students on an on-going basis to review transcripts using the academic policy guide to ensure progress toward graduation. Teachers meet weekly in department teams to look at course sequences, course offerings, and graduation requirements within their respective disciplines. The School Leadership Team, comprised of parents, faculty, and students, vets the MBHS course catalog and further suggests additional courses of study and enrichment opportunities. Finally, advisors meet with students on a weekly basis to elicit suggestions regarding new enrichment opportunities, clubs, courses, and protocols for academic support.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

In January 2015, the administrative team will meet with the guidance team and department chairs to identify additional elective courses and enrichment clubs to offer students. The guidance team will share any new course offerings with both the School Leadership Team and students during the Spring semester. Students will commit to elective classes by May of 2015 and extracurricular clubs in September of 2015.

**Part 6b.** Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In September 2014, 28 new teachers joined the MBHS community. Educators coming on board included both experienced and brand new teachers. Based on the 2013-2014 Measure of Teacher Practice (MOTP), 19 teachers received a rating of Highly Effective, 18 teachers received a rating of Effective, 2 teachers received a rating of Developing, and 1 received a rating of Ineffective. This data reveals that we have many Effective and Highly Effective teachers that would benefit from observing each other to share best practices. In addition, there are teachers who could learn from visiting classrooms of teachers rated Highly Effective or Effective to learn pedagogical practices and strategies to implement into their own practice.

To tie this work into our core belief of fostering lifelong learners, MBHS has developed and expanded structures of support and communication to deepen the connection between our mission, vision and instructional goals throughout our school community and across content areas. Now that we have expanded our faculty, we have been able to create teams to build capacity around both professional and student learning. Over the past three years we have created the following teams: school-wide cabinet, administrative cabinet, and department chairs. Time is built into each faculty members schedule to meet in teams, develop school-wide initiatives, and establish a culture for student growth and achievement. This work has been key in tracking student data, identifying and supporting students in the bottom-third in each grade, norming our professional practice around common language, and developing curriculum and assessments. These structures have also fostered a community of collaborative teachers who are consistently engaged in professional development. One structure we have used to support teacher collaboration and learning thus far is our Election Day Professional Development workshops, which are facilitated by both teachers and department chairs. Our next step is to deepen this process of teacher collaboration by developing a teacher intervisitation protocol, both within and across departments.

Summary of our current structures to foster collaborative teachers:

<b>Structure of Support for Building Capacity Among Leadership Teams</b>	<b>How This Structure Supports the Mission and Vision at MBHS</b>
Inquiry Teams	Teachers and administrators use data to provide targeted, differentiated support for students across all departments and grade levels.
Grade Level Teams	Teachers and administrators use qualitative and quantitative assessment data to identify and provide support for students through a holistic approach and the use of weekly surveys, assessment data, and instructional, social, and behavioral intervention plans.
Department Planning Teams; Department Chairs	Built in planning time for teachers in each department to engage in curriculum development; and to collaborate on the sharing of and reflection on instructional practice.

Professional Development Committee	Teachers and administrators collaborate to plan and coordinate meaningful professional development around instruction, student engagement, and assessment based on needs assessment, Common Core Learning Standards and the Danielson framework.
Whole Faculty Meetings: Professional Development Cycle	Weekly staff meetings in which faculty hone their instructional practice through participation in workshops on the Common Core Learning Standards, Charlotte Danielson's <i>A Framework for Teaching</i> , and project-based learning in inclusive classroom environments.
School-wide Cabinet Meeting	Faculty representatives meet weekly to identify and provide support around issues of safety and respect for all MBHS systems and structures, the socio-emotional developments that impact the MBHS community, and to calendar events to support and enhance school culture.
Special Education Leadership Team	<p><u>Autism Spectrum Disorder (ASD) Nest Leadership Team</u>: Principal and AP Special Education meet monthly with NYU consultants to support, reflect on and document the facets of the innovative program to provide inclusive education and social supports for students on the autism spectrum.</p> <p><u>Academic Intervention Services (AIS)</u>: Teachers and administrators use data to provide targeted, differentiated support around specific skill sets to small groups of students.</p> <p><u>Integrated Co-Teaching (ICT) Model</u>: Provides additional in-class support to students, providing structure for case-conferencing students to provide effective strategies for supporting the whole child academically, behaviorally, and socio-emotionally.</p>

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to support the continued development of both new and experienced teachers, each faculty member will participate in one department intervisitation and one cross-discipline intervisitation using a new MBHS intervisitation protocol.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			

Department chairs and the administrative team will create a protocol for intervisitation during the 1 <sup>st</sup> semester. The new protocol will include the creation of a schedule template and an observation form for teachers to complete during their intervisitation, including reflection questions to structure the debriefing and feedback process.	Teachers	By January 1 <sup>st</sup> , the protocol will be finalized and ready to use.	Administration, Department Chairs
Intervisitation schedules will be created and discussed during weekly department meetings. Highly Effective and Effective teachers will be matched with Developing teachers, and departments will use a shared Google document to sign up for their intervisitations.	Department chairs will present protocol, faculty members will be responsible for signing up for their intervisitation.	February – March 2015.	Administration, Department Chairs
Department chairs and the administrative team will use the intervisitation observation and reflection forms, along with teacher feedback given during department meetings, to review the success of the protocol and the effectiveness of its implementation.	Department chairs and Administrators	March 2015	Administration, Department Chairs
Department chairs and the administrative team will revise the intervisitation protocol and create a plan for cross-department intervisitation.	Department chair and Admin	March 2015	Administration, Department Chairs
During the spring semester, each teacher will complete an intervisitation in An outside discipline or subject-area.	Teachers	March – June 2015	Administration, Department Chairs, teachers
In June 2015, the administrative team will facilitate a school-wide reflection to measure the impact that the intervisitation had on teacher practice.	Teachers	June 4th Professional Development	Administration, Department Chairs, teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Department Chairs and the MBHS Instructional Coach Raeann McElveen, working with the administrative team, will meet on an on-going basis to collaboratively create the new intervisitation protocol. After the protocol and documents used during the observation are created and implemented, they will be shared via Google Documents with the entire faculty. If coverages are need to make some of these intervisitations possible, administrative team will create a coverage schedule. NYU ASD Nest consultants, Network 201 professional support consultants, and Science consultant Lauren Birney from PACE University will also be used as resources to support intervisitations in their respective areas.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
ASD Nest funding, Citywide Instructional Expectations funding, Children’s First Network Support HS funding									

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Department chairs will enter data into a faculty-wide Google Document to document completed intervisitations. Department chairs will facilitate conversations within their departments to review the strategies learned during intervisitations. Department chairs will then share out these conversations with the other department chairs and the administrative team on an on-going basis during our weekly meeting. In June, the administrative team will conduct a faculty-wide meeting to review the protocol and revise as necessary for the following year.

**Part 6b.** Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Based on our 2013-2014 Quality review, we were given the following feedback: Promote greater consistency in differentiated instruction and purposeful groupings, and provide more challenging tasks to all students, in order to extend thinking and maximize learning. In our work with department teams, we are continuing to focus on Data tracking – Assessment driven Differentiation.
- Another component of feedback from our 2013-2014 Quality review focused on the growth of our inquiry teams: Engage teacher teams in a range of professional collaborations using an inquiry approach that focus on improving student achievement. As a result we have structures in place that support department focus inquiry as well as grade wide inquiry team work.
- As we have added on a 12<sup>th</sup> grade this year and expanded sections on grade 9, we have an additional 25 new faculty members. As a result we found that it would be important to sustain professional support and clarity around the Advance evaluation system and the eight domains of the Danielson rubric as it applies to professional practice.
- We have 3 ICT sections each on grades 9 and 10, and two each on grades 11 and 12. Six of these sections are ASD Nest classes. This requires the need to emphasis co-teaching planning and practices amongst all faculty members. The Co-teaching Models are emphasized in professional development and in teacher evaluation.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
The MBHS Leadership Team will support teachers’ professional growth by implementing and overseeing structures of support for building capacity amongst faculty to support the mission and vision at Millennium Brooklyn High School. 100 percent of teachers will improve across the 8 identified competencies using the Danielson Framework and Principal’s Goals as school-wide benchmarks over the 2014-2015 school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

<p><u>Inquiry Teams:</u> Teachers and administrators use data to provide targeted, differentiated support for students across all departments and grade levels. Academic Intervention support is designed based on this data, which is communicated to students and parents to support student growth</p>	<p>Students in need of academic support as reflected by content-specialized Benchmark data</p>	<p>September 2014 through June 2015</p>	<p>Department Chairs</p>
<p><u>Grade Level Teams:</u> Teachers and administrators use qualitative and quantitative assessment data to identify and provide support for students through a holistic approach and the use of weekly surveys, assessment data, and instructional, social, and behavioral intervention plans. Time is built into the weekly meetings for parent outreach and scheduling parent meetings.</p>	<p>Students in need of academic, behavioral, or other supports as reflected by data-driven and anecdotal accounts on a grade-wide level</p>	<p>September 2014 through June 2015</p>	<p>Grade Team Leaders and Assigned Administrators</p>
<p><u>Department Planning Teams:</u> Built in planning time for teachers in each department to engage in curriculum development; and to collaborate on the sharing of and reflection on instructional practice. This information is organized into parent presentations for Curriculum Night and PTA meetings focusing on common curriculum.</p>	<p>Content-specific teachers</p>	<p>September 2014 through June 2015</p>	<p>Content-Specific Department Chairs</p>
<p><u>Professional Development Committee:</u> Teachers and administrators collaborate to plan and coordinate meaningful professional development around instruction, student engagement, and assessment based on needs assessment, Common Core Learning Standards and the Danielson framework. Teacher-led inter-visitations and workshops are scheduled in order to support professional learning guided by peers.</p>	<p>All teachers</p>	<p>September 2014 through June 2015</p>	<p>Administrative team</p>
<p><u>Whole Faculty Meetings:</u> Professional Development Cycle Weekly staff meetings in which faculty hone their instructional practice through participation in workshops on the Common Core Learning Standards, Charlotte Danielson's <i>A Framework for Teaching</i>, and project-based learning in inclusive classroom environments.</p>	<p>All faculty</p>	<p>September 2014 through June 2015</p>	<p>Administrative team, department chairs</p>
<p><u>School-Wide Cabinet Meeting:</u> Faculty representatives meet weekly to identify and provide support around issues of safety and respect for all MBHS systems and structures, the socio-emotional developments that impact the MBHS community, and to calendar events to support and enhance school culture. Initiatives developed are introduced to the School Leadership Team for further planning and implementation to get a wide range of input.</p>	<p>All faculty, staff and students</p>	<p>September 2014 through June 2015</p>	<p>Administrative team, guidance team, dean, college counselor, internship coordinator</p>
<p><u>Special Education Leadership Team:</u></p> <ul style="list-style-type: none"> <li>• <u>Autism Spectrum Disorder (ASD) Nest Leadership Team:</u> Principal and AP Special Education meet monthly with NYU consultants to support, reflect on and document the facets of the innovative program to provide inclusive education and social supports for students on the autism spectrum.</li> </ul>	<p>Special Education students and struggling students</p>	<p>September 2014 through June 2015</p>	<p>Special Education teachers, social workers; A.P. of Special Education; NYU consultants</p>

<ul style="list-style-type: none"> <li>• <u>Academic Intervention Services (AIS)</u>: Teachers and administrators use data to provide targeted, differentiated support around specific skill sets to small groups of students.</li> <li>• <u>Integrated Co-Teaching (ICT) Model</u>: Provides additional in-class support to students, providing structure for case-conferencing students to provide effective strategies for supporting the whole child academically, behaviorally, and socio-emotionally.</li> </ul>			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional Coach Raeann McElveen, Science consultant Lauren Birney, Network 201 professional development consultants, National Consortium for Secondary STEM Schools Programming affiliation support, and the Council for Aid on Education support will all be utilized to provide instructional support on an on-going basis. Both administrators and teachers will use Teachboost to articulate professional goals and monitor instructional practice and growth. Department chairs and the administrative tea meet weekly to identify and share best practices and systems of supports across all grade levels and subject areas. Instructional strategies are shared by faculty during weekly professional; development sessions and honed in weekly department meetings and common planning periods. Finally, the annual MBHS Summer Retreat is a resource for planning curriculum, providing clarity around the Danielson Framework, and sharing instructional best practices.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

ASD Nest funding, Citywide Instructional Expectations funding

**Part 6 – Progress Monitoring**

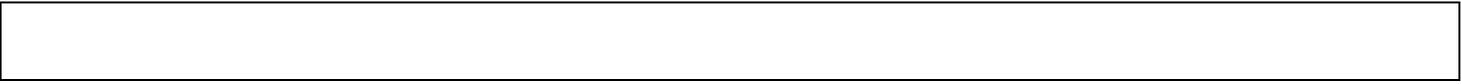
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Beginning in September 2015, all teachers will use Teachboost to commit to personal professional and instructional goals rooted in the Danielson Framework. Beginning in September of 2015 and continuing throughout the 2014-15 school year, MBHS administrators will complete classroom observations using the Danielson Framework and Teachboost and provide specific feedback around each of the eight Danielson competencies related to the Measure of Teacher Practice. In person feedback sessions are conducted with each teacher on an on-going and as needed basis to clarify areas of instructional need and growth. In addition, intervisitations and non-evaluative observations will be conducted as needed by department chairs and the instructional coach to support instructional growth for all teachers. In June 2015, Summative End-of-the-Year conferences will be conducted with each teacher to analyze instructional progress and identify next steps regarding each teacher’s growth.

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a high school with a strong research focus and philosophy of experiential learning, MBHS has created numerous partnerships to further our mission. Our collaboration with NYU-Polytechnic allows students to support university professors in their research during the summer months. Through funding acquired by the ASD Nest program at NYU through the FAR Fund, NYU-Polytechnic has provided MBHS with a graduate student to co-teach half of our Grade 9 Quantitative Research classes, in addition starting a Lego Robotics Team, 20% of which is comprised of students on the autism spectrum. More than 15% of our 12<sup>th</sup> graders work with the Museum of Natural History for 6 hours each week to learn about evolution and participate in a project to create an “augmented reality application” for use on iPads used by museum visitors. Partnerships with three Brooklyn Hospitals (NY Methodist Hospital, Brooklyn Hospital and Wyckoff Community Heights Medical Center) have allowed us to provide real world human services exposure alongside academic research to students interested in health care fields. Many of these aforementioned organizations participate in our summer and/or academic year internship program. The first cohort of our internship program enrolled over 50% of our Senior class. Our continued work with Long Island University includes the operation of an after-school writing center founded by faculty and graduate students of the university, in addition to a mentored internship provided by their Physics Department. Students have benefitted from several paid internships in for-profit firms through our work with two notable not-for-profit organizations: PENCIL and Futures and Options. Students have presented research around environmental studies at Grinnell College through the National Consortium of Secondary STEM Schools and participatory action research through the National Council of Teachers of English. Additional academic partnerships include course offerings from Brooklyn College and St. Joseph’s College.

Through the Department of Education’s Division of Specialize Instruction and Students Support, MBHS has served over 25% of our students with disabilities with paid community based placements at the Prospect Park Zoo, District 75 schools, local hospitals, and animal shelters. Our service learning initiatives align well with our vision of students as experiential learners. Students are expected to complete a minimum of 20 hours of community service each academic year. This includes opportunities with the Prospect Park Conservancy, NY Methodist Hospital, and Habitat for Humanity, among other notable community-based organizations. Two seats on our School Leadership Team are allocated to members of community based organizations, one currently held by an LIU faculty member and the other by a development professional from the Museum of the American Indian. Through a variety of systems, we maintain continuous contact with our parent community. These systems include biweekly newsletters, small (< 15 students) advisory groups in which advisors serve as a principal point of family contact, and an online grading system (Pupilpath) that allows for real time feedback on academic progress. Our special education program entails additional family engagement, including monthly meetings for parents of students with high functioning autism, periodic conferences with case managers (teachers serving as point persons for each child with an IEP), and annual IEP meetings.

While there are systems of parent outreach, only 42% of our parent population completed the NYC School Survey, compared to an average of 54% citywide. However, of that 42%, when asked if they felt welcome at Millennium Brooklyn, 99% of parents responded in the affirmative, as did 98% of parents when asked if the school was responsive to parent feedback.

#### **Strengths:**

- Ability to create partnerships in alignment with our instructional vision
- Willingness to devote instructional time to community integration in order to enhance cognitive and social

development

- Programming to engage students with offsite activities and interests including advisory, Career and Internship Day, Research Symposium, and Peace and Diversity Day

**Challenges:**

- Increased parent awareness around offsite learning opportunities
- Augmented instructional programming (ex. computer science) to widen the set of offsite opportunities available to our students
- Greater degree of rigor across our range of offsite options
- Enhanced parent communication including but not limited to direct mailings, mass text messages, periodic telephone contact with their child’s advisor

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015:

- More than 50% of current 11<sup>th</sup> grade students at MBHS will select and be accepted in to substantive off-site internships for at least 4 hours each week during the Fall and Spring semesters. Acceptable placements will include paid experiences in professional settings, hospitals, museums, colleges and universities.
- More than 10% of current 10<sup>th</sup> grade students at MBHS will complete off-site internships for at least 120 hours of their summer break prior to September 2015.
- More than 65% of parent respondents will indicate strong agreement with the statement that MBHS keeps them informed about services for them or their child, such as tutoring, after-school programs, or workshops at school.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Significant outreach will be made to the parent community through the following outlets to convey the importance of offsite experiences including enhanced social development and greater academic persistence: <ul style="list-style-type: none"> <li>• Meetings of the School Leadership Team, Parent Association and parents of students in our ASD Nest program</li> <li>• Electronic outreach including email blasts and web postings</li> </ul>	Parents and guardians of students in the graduating class of 2016	October 2014-May 2015	Internship Coordinator, Guidance Counselor
Students’ experiences will be scaffolded through service learning opportunities, providing them with multiple mediums over which to learn to socialize and perform	Students in the graduating class of 2016	September 2014-June 2015	Internship Coordinator, Advisors, Community Service Teacher (C-6)

Students with disabilities will be provided with additional support around community service and internship selection, including being accompanied by social workers, additional parent communication, pre- and post-event lessons, and the support of the Transition Opportunity Program as well as Summer Youth Employment through the Division of Specialize Instruction and Students Support.	Students with disabilities in the graduating class of 2016	October 2014-June 2015	Assistant Principal of Special Education, Social Worker(s), Internship Coordinator, Community Service Teacher (C-6)
To prepare students for the rigor of offsite experiences and entice them to be part of a professional community, periodic performance tasks will be used as both a mode of instruction and formative assessment.	Students in the graduating class of 2016	September 2014-June 2015	Assistant Principal of Instruction, Research Department
Meetings with students will be conducted around offsite course options: <ul style="list-style-type: none"> <li>Advisory lessons around specific benefits and opportunities provided in offsite programming</li> <li>Student to student in-class outreach provided by individuals that have already benefitted from internship programming</li> </ul>	Students in the graduating class of 2016	October 2014-May 2015	Internship Coordinator, Advisors
The following special events will underscore the importance of offsite learning and incorporate parents as presenters and observers: <ul style="list-style-type: none"> <li>Career and Internship Day</li> <li>Research Symposium</li> <li>Peace and Diversity Day</li> <li>Parent information session (February or March PA meeting)</li> </ul>	Student and parent / guardian population	Ongoing dates in the 2014-2015 school year	Internship Coordinator, Dean

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources include the Principal, Assistant Principal of Instruction, Assistant Principal of Special Education, Assistant Principal of Organization, Guidance Counselor, Internship Coordinator, Social Workers (2), and parent / guardian community of MBHS
Instructional Resources include Google Classroom, Pupilpath, Naviance, and Edmodo
Schedule Adjustments include altering the schedules of Seniors participating in internships to include 3 period blocks (inclusive of lunch) at the end of two days per week to allow for the attendance at host agencies

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>40. Specify a timeframe for mid-point progress monitoring activities.</p>
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A variety of factors are seen as both valid and reliable predictors of student involvement within our internship program. These include progress within their community service expectations, student surveys, applications submitted, course preferences, and our ability to acquire additional collaborators for appropriate placements and timeframes. Student progress around community service is available in real-time as staff shared as tracking document of the number of hours of service as well as the locations of community service opportunities. Surveys are administered in February when most applications for summer and fall opportunities are available. Students submit applications on a rolling basis between February and June, while some are due and sent in earlier in the academic year. Course preferences are completed in March.

Parents and guardians will be surveyed in February of 2015 around their opinion of the school's dissemination of information. This will provide data on the respondents' opinions as well as provide information about parents that may not be receiving school information based on their non-responses.

**Part 6b. Complete in February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Inquiry team benchmark assessment data (lowest third), grade team assessment data and referrals, teacher referrals	Achieve3000 differentiated reading tasks, guided regents' preparation, guided argumentative writing practice	Web-based instruction via Achieve3000, one-on-one instruction during office hours, small group instruction during Saturday regents' preparation sessions, Writing Center tutoring	Afterschool office hours, Saturday Regents' Preparation session
<b>Mathematics</b>	Inquiry team benchmark assessment data (lowest third), grade team assessment data and referrals, teacher referrals	Guided regents' preparation	One-on-one instruction during office hours, Saturday regents' preparation sessions	Afterschool office hours, Saturday Regents' Preparation session
<b>Science</b>	Inquiry team benchmark assessment data (lowest third), grade team assessment data and referrals, teacher referrals	Guided regents' preparation	One-on-one instruction during office hours, Saturday regents' preparation sessions	Afterschool office hours, Saturday Regents' Preparation session
<b>Social Studies</b>	Inquiry team benchmark assessment data (lowest third), grade team assessment data and referrals, teacher referrals	Achieve3000 differentiated reading tasks, guided regents' preparation, guided argumentative writing practice	Web-based instruction via Achieve3000, one-on-one instruction, small group instruction during Saturday regents preparation sessions, Writing Center tutoring	Afterschool office hours, Saturday Regents' Preparation session
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher and guidance counselor referrals	Counseling sessions	One-on-one sessions	On-going and as-needed during office hours



## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. 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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **[Millennium Brooklyn High 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 the school and the families. The 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 the school community. **[Millennium Brooklyn High 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 the school community;

The 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. The 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 the 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, 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, the 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 School 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 the school 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 the school's 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 Technology Coordinator to serve as a liaison between the school and families. The Technology Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Technology 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 1<sup>st</sup> 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>684</b>
School Name <b>Millennium Brooklyn High School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Dr. Lisa Gioe</b>	Assistant Principal <b>Lindsey Baumgarten</b>
Coach <b>Raeann McElveen</b>	Coach <b>type here</b>
ESL Teacher <b>Samantha Thomson</b>	Guidance Counselor <b>Caroline Schwarzkoph</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Stephan Jean-Jacques</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>386</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.52%</b>
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# 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0		0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out										2				2
SELECT ONE														0
<b>Total</b>	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. [i](#)

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>								

## 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
Intermediate(I)														0
Advanced (A)										2				2
Total	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:**

- 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.
- 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 [AMAQ tool](#))

Currently, we haven't administered the NYSELAT. The two students that are receiving services will take the NYSELAT 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 9<sup>th</sup> 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.**

## Part V: ELL Programming

### 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 9<sup>th</sup> and 10<sup>th</sup> 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 9<sup>th</sup> 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.

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

**Class/Content Area**

**Language(s) of Instruction**

**Courses Taught in Languages Other than English **

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

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

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**

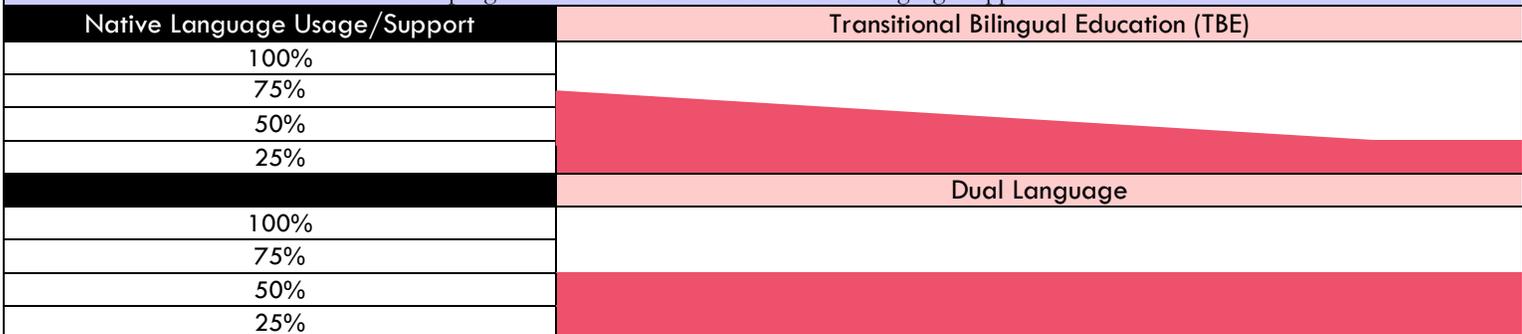
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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 used in their native language. In addition, the 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 afterschool ESL students are encourage 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 9<sup>th</sup> 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 population and we discuss different strategies for helping them to meet course goals. Current supports include Tier 1, 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 demonstrate 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 gauge 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 11<sup>th</sup>, 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**

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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

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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.