

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K684

School Name:

MILLENNIUM BROOKLYN HS

Principal:

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Millennium Brooklyn High School School Number (DBN): 15K684
Grades Served: 9-12
School Address: 237 7TH Ave, 3rd Floor, Brooklyn, NY 11215
Phone Number: 718.832.4333 Fax: 718.499.2126
School Contact Person: Kevin Conway Email Address: KConway@schools.nyc.gov
Principal: Kevin Conway (I.A.)
UFT Chapter Leader: Brian Faughnan
Parents' Association President: Nera Cruz
SLT Chairperson: Brian Faughnan
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Antonio Brewer
Josh Vales

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: 718.455.4684

Borough Field Support Center (BFSC)

Brooklyn North Field
BFSC: Support Center Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St., Room 501, Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718.225.5119 Fax: 718.935.4314

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Kevin Conway	*Principal or Designee	
Brian Faughnan	*UFT Chapter Leader or Designee	
Nera Cruz	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Josh Vales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Antonio Brewer	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Debbie Kossar	Member/ Parent	
Brittany Murdock	Member/ Teacher	
Emily Mottahedeh	Member/ Teacher	
Gabriel Brownstein	Member/ Parent	
Lindsey Baumgarten	Member/ Assistant Principal	
Dian Moore	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janet Colwell	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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, inclusive, diverse educational environment that emphasizes collaboration and student-centered learning. The most recent 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.

MBHS is well situated to demonstrate characteristics in alignment with the Framework for Great Schools. The most recent NYC School Survey indicated that 100% of teachers at MBHS feel that teachers trust each other. Over 95% of respondents indicated that they feel respected by school administration, and that the school administration takes a personal interest in their professional development. Resources including money and professional development time are devoted to creating substantial opportunities for teacher collaboration, including programmed co-planning sessions, department inquiry team meetings, peer inter-visitations, and after school meetings for our growing special education team. In response to Quality Review feedback around crafting consistently rigorous, student-centered instruction, the professional development team implemented a new instructional focus around lesson planning, including peer reviews of lesson plans and a revised MBHS lesson planning template. We have also implemented greater structure to our parent communication through the use of School Messenger, which allows us to reach out to MBHS families or particular cohorts through electronically executed telephone calls, text messages, and emails. This system allows for personalization so parents can be electronically informed of specific days that their children were absent or late, as well as specific enrichment opportunities that would benefit their children.

At MBHS there is a strong emphasis 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 in 9th grade and Qualitative Research in 10th grade and ending with intensive, content-focused electives such as Statistics, Sociology, and Psychology in 11th and 12th grade. This year, MBHS is adding Computer Science and Engineering to the Research course sequence, as well as introducing Advancement Via Individual Determination (AVID) to the 10th grade course offerings. Students who excel academically have the option of taking one of six Advanced Placement courses offered at MBHS: A.P. Language and Composition, A.P. United States History, A.P. Environmental Science, A.P. Chemistry, A.P. Spanish, A.P. French, or A.P. Psychology. Students can also take advantage of community based partnerships that support both our in-school instruction as well as off-site opportunities for our learners. Seniors were 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 (NCSS), Brooklyn College, NYU-Polytechnic School of Engineering, Long Island University, Project Lead the Way, TEALS, BRIC Arts, the Museum of Natural History, Generation On, Methodist Hospital, and Wyckoff Hospital. Due in large part to the work of our energetic staff, rich course sequence, and support of parents and aforementioned community groups, 95% of students in the first graduating class at MBHS graduated on time in June of 2015, with approximately 50% 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. This goal is based on the high

percentage of students demonstrating proficiency in their coursework, as opposed to mastery on Regent's exams, the College and Work Readiness Assessments and periodically administered teacher-made benchmarks. 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 goals for the upcoming 2015-16 school year.

15K684 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	565	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching	48
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	7
# Foreign Language	28	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.6%	% Attendance Rate		95.0%	
% Free Lunch	36.4%	% Reduced Lunch		8.0%	
% Limited English Proficient	1.0%	% Students with Disabilities		11.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		24.5%	
% Hispanic or Latino	28.9%	% Asian or Native Hawaiian/Pacific Islander		11.4%	
% White	28.4%	% Multi-Racial		0.3%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		16.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.3	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	95.6%	Mathematics Performance at levels 3 & 4		96.2%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	97.4%	% of 2nd year students who earned 10+ credits		96.5%	
% of 3rd year students who earned 10+ credits	93.9%	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 member at MBHS participates in a weekly faculty meeting to share student data on baseline and benchmark assessments, engage 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, during which they collaborate with both their co-teacher(s) and department members to analyze data, craft differentiated activities, and norm assessment expectations.
- 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 quarterly inter-visitations to observe best co-teaching practices and inquiry-driven instruction.
- During the 1st quarter, MBHS conducts an annual needs assessment regarding teachers’ professional growth and facilitated a number of instructional workshops during the Election Day professional development session. Teachers create 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 a percentage of students are not meeting the CUNY cut off score of 80 and 75, respectively, on the Algebra I and Comprehensive English Regents' exams. Furthermore, students' scores on the historically more challenging regent's exams drop dramatically: the number of students passing the Trigonometry, Chemistry, and Physics regent's exams ranges from 50% to 67%. This data suggests that students may not be developing the higher order reading, writing, and problem solving skills necessary to excel on these regent's exams.
- Departmental data trackers, updated on a quarterly basis, indicate that approximately 10-15% of students across subject areas 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 most recent 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.
- Students will sit for the Common Core English Language Arts Regents' exam for the first time in June of 2016, and as such the need for professional development around best practices in argumentative and informational writing strategies and close reading skills is a priority.
- Students will sit for the Common Core English Language Arts Regents' exam for the first time in June of 2016, and as such the need for professional development around best practices in argumentative and informational writing strategies and close reading skills is a priority.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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, by June 2016, 80% of students in grades 9 and 10 will demonstrate lexile reading proficiency growth exceeding one year as captured by their Achieve3000 level set exams administered in September of 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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 2015-16 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-going basis.</p>	<p>All students in grades 9-12</p>	<p>Sept. 2015 Nov. 2015 Jan. 2016 March 2016 May 2016</p>	<p>Administrative team, Department Chairs, teachers</p>
<p>Using the program Achieve3000, all 9th and 10th grade students at MBHS will sit for a baseline reading assessment in September 2015. 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 2015 and June 2016.</p>	<p>All 9th and 10th grade students, with students "Far Below" or "Approaching" lexile reading levels receiving extra, targeted reading interventions twice a month</p>	<p>Sept. 2015 - May 2016</p>	<p>Administrative team, Humanities Department Chair, 9th and 10th Humanities teachers, Achieve3000 consultants</p>
<p>In May of 2016, all 9th and 10th graders will sit for a final Achieve3000 assessment to determine their lexile reading score. These scores will be analyzed by teacher teams and compared to the scores earned by students on the baseline assessment to determine lexile reading level growth for the academic year.</p>	<p>All 9th and 10th grade students</p>	<p>May 2016</p>	<p>Administrative team, Humanities Department Chair, 9th and 10th Humanities teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 Humanities Department Chairs (Raeann McElveen and Addie Male) 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.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January of 2016, 9th and 10th grade 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. In addition, 9th and 10th grade students will have completed their baseline Achieve3000 Level Set exam, and targeted reading lessons on a bi-weekly basis beginning in September. The Humanities Department, working in conjunction with the administration, will meet during the January regents' week to identify students still struggling to demonstrate reading 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The most recent High School Quality Snapshot shows that 83% of MBHS students feel interested with the program variety, classes, and activities being offered at MBHS. In addition, our latest 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 three Advanced Placement courses, new Qualitative and Quantitative Research courses, Computer Science, Engineering, AVID, Active Physics, Advanced Algebra, updates to English course offerings including Upper House electives such as World Literature and Detective Fiction, 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 of their 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 Regent's or an Advanced Regent's 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.

While significant attention is paid to students’ social and emotional growth through our advisory model and our inclusive programming for student’s with special needs, only 75% of our student population indicated that students are very interested in getting to know other students on our most recent NYC School Survey. Improved structures, including cohesion around our opportunities for student activities, are an entry point for addressing this deficit. Student groups include student government and clubs need to be provided with more opportunities for self-governance and peer recruitment.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 2016, 50% of 10th grade students not previously enrolled in extra-curricular while in grade 9 will be enrolled in extra-curricular activities at MBHS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Staff will survey students to assess level of extracurricular involvement and analyze resulting data with respect to student performance and demographics</p>	<p>All Grade 10 students</p>	<p>Sept. 2015 – June 2016 (quarterly)</p>	<p>Assistant Principal of Special Education, Coordinator of Student Activities, Student Government Coordinator</p>
<p>An updated student club brochure will be created and disseminated to all advisors. Advisors will advertise and explain each club, and email blasts will be sent to both parents and students in September and the first week of October regarding extracurricular opportunities.</p>	<p>All Grade 10 students</p>	<p>Sept. - Oct. 2015</p>	<p>Advisors, Internship Coordinator</p>
<p>Throughout October and November, the after school club coordinators and administrative team will conduct attendance checks for each club. Clubs with less than eight 10th grade students attending regularly will receive additional outreach via advertisement in advisory and email blasts to parents and students.</p>	<p>All Grade 10 students</p>	<p>Oct. - Nov. 2015</p>	<p>Advisors, Internship Coordinator, After school Club Coordinators, and administrative team</p>
<p>In January, the after school club coordinators and administrative team will exam club attendance data to determine the number of 10th grade students attending extracurricular activities. This data will be compared to the same set of data from the previous year when the students were in 9th grade. The Same analysis will occur again in May to determine if 50% more 10th grade students participated in extracurricular activities this year</p>	<p>All Grade 10 students</p>	<p>Jan. 2015 - May 2016</p>	<p>Advisors, Internship Coordinator, After School Club Coordinators, and administrative team</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

After school club coordinators met with the administrative team and the Parent Association in September and October to determine what clubs need to purchase specific items and/or personnel. As needed, materials (i.e. Robotics equipment) and / or personnel (i.e. drum corps instructor) are purchased using Tax Levy funds and Parent

Association budget allocations. In January, and as new clubs start, the team will meet to determine what supplies and/or personnel need to be funded. A programming meeting also takes place in September with the Assistant Principal of Organization to ensure that we have adequate rooms and space to run our more than 25 club activities.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January 2016, after school club coordinators will share new club offerings with both the School Leadership Team and the student body. The administrative team will also meet to analyze the club attendance data to determine the number of 10th graders currently enrolled in a club, and how this number compares to the previous January with this cohort. The coordinators and administrative team will identify faculty advisors for any and all new student clubs by June of 2016 and conduct a final attendance analysis during regent's week in June 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In September 2015, 17 new faculty members joined the MBHS community, including both experienced and brand new teachers. Based on the our most recent Measure of Teacher Practice (MOTP) data, only 1 teacher received a rating of Ineffective, while all other pedagogues were rated Effective or Highly Effective. This data reveals that we have many strong teachers that would benefit from observing each other to share best practices.

Our most recent Quality Review reads that “departments meet several times a week where faculty member review student work an assessment.” While this enhances a wide swath of teacher practice, the reviewer noted that “limited consistency and coherence across classrooms hinder opportunities for all student to engage in equally challenging tasks.” More strategic systems of collaboration will address these intermittent challenges.

School Survey results reveal that well over 95% of teachers endorse positive responses on nearly every question referring to teacher collaboration. Some student responses indicate a greater need for student voice in curriculum planning. For example, over 20% of students responded in the negative when asked about teachers’ tendency to incorporate student backgrounds into their lessons.

To tie our teacher development 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 entering our 5th year, we have been able to create teams to build capacity around both professional and student learning. Over the past four years we have created the following teams: school-wide cabinet, administrative cabinet, special education committee, and a professional development committee consisting of each department chair. 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 academic bottom-third in each grade, norming our professional practice around the common language of both the Danielson Framework and the Common Core, 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; this year, the faculty will use Election Day to plan rigorous lessons aligned to our 2015-16 instructional focus (crafting lesson plans that include strategic aims, reading, writing, and critical thinking activities, substantive student-to-student discussion, and assessment aligned to standards. Last year, administration and department chairs developed a teacher inter-visitation protocol, and the next step is to create a school-wide calendar of quarterly inter-visitations that helps each teachers grow professionally in their specific area(s) of need. This will support our priority need to have teachers collaboratively create more rigorous lessons.

A summary of our current structures to foster collaborative teachers:

- Inquiry Teams: Teachers and administrators use data to provide targeted, differentiated support for students across all departments and grade levels.
- Grade Team Meetings: Every teacher at MBHS participates in a weekly grade team meeting, during which team members: conduct outreach with parents and guardians regarding each student’s academic standing, identify students who are struggling academically across multiple subject areas, and craft action plans and differentiated instruction to help address gaps in proficiency.
- Department Planning Teams: 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.
- 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 A Framework for Teaching , 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: Autism Spectrum Disorder (ASD) Nest Leadership Team : 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.
- Academic Intervention Services (AIS): Teachers and administrators use data to provide targeted, differentiated support around specific skill sets to small groups of students.
- Integrated Co-Teaching (ICT) Model: 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.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 50% of teachers’ ratings around 3c: Engaging Student in Learning will either move up one rating level (i.e. Ineffective to Developing; Developing to Effective) from their initial 2015-16 observation, or be rated at Highly Effective.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Department chairs and the administrative team will create a calendar for quarterly inter-visitations; one inter-visitation will be conducted within departments, one on grade level, one around a specific pedagogical skill, and one across grade levels. A pervasive focus will be on constructing engaging and high level student activities with an appropriate degree of scaffolding.</p>	<p>Teachers</p>	<p>October 2015 January 2016 March 2016 April/May 2016</p>	<p>Administration, Department Chairs, Teachers</p>
<p>Highly Effective and Effective teachers will be matched with Ineffective teachers or those pedagogues needing support around particular strategies (i.e. facilitating student-led conversation), and departments will use a shared Google document and the inter-visitation calendar to sign up for their inter-visitations focused on areas of determined deficit that may be preventing the establishment of consistent rigor with the instructors classroom.</p>	<p>Department chairs and administration will review the protocol and help facilitate the coordination of inter-visitations</p>	<p>September 2015 – May 2016</p>	<p>Administration, Department Chairs, Teachers</p>
<p>Department chairs and the administrative team will use the inter-visitation observation and reflection forms focused on qualitative observation, along with teacher feedback given during department meetings, to review the success of the protocol and the effectiveness of its implementation.</p>	<p>Department chairs and Administrators</p>	<p>May 2016</p>	<p>Administration, Department Chairs, Teachers</p>
<p>In June 2016, the administrative team will facilitate a school-wide reflection (from the text <i>Never Work Harder Than Your Students</i> by Robyn Jackson) to measure the impact that the inter-visitation had on teacher practice .</p>	<p>Teachers</p>	<p>June 4th Professional Development</p>	<p>Administration, Department Chairs, teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Department Chairs, working with the administrative team, will meet on an on-going basis to collaboratively review and revise the inter-visitation calendar, protocol, and the structures created for feedback during faculty meetings. If coverages are need to make some of these inter-visitations possible, the administrative team will create a coverage schedule. NYU ASD Nest consultants will also be used as resources to support inter-visitations.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Department chairs will enter data into a faculty-wide Google Document to document completed inter-visitations. Working with administrators, department chairs will use the MBHS Inter-visitation protocol to facilitate conversations within their departments to review the strategies learned during inter-visitations. 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 of 2016, the administrative team will conduct a faculty-wide meeting to review the protocol and revise as necessary for the following year. In February 2016, supervisory staff will conference with any instructor that has received more than one ineffective or developing around Danielson Rubric part 3C Engaging Students in Learning to outline specific next steps as to how to cognitively engage students in the classroom setting.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.
 - Based on our most recent Quality Review, we were given the following feedback: Promote greater consistency in differentiated instruction and purposeful groupings, and provide more challenging and rigorous 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 and assessment driven differentiation.
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 - Another area of need is to continue the growth of our inquiry teams: engage teacher teams in a range of professional collaborations using an inquiry approach that focuses 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.
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 - As we continue to grow an expanded section in grade 11, we have new faculty members. It is important to sustain professional support and clarity around the Advance evaluation system and the eight domains of the Danielson framework as it applies to professional practice.
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 - MBHS has three ICT sections in grade 9, three in grade 10, three in grade 11, and two in grade 12. Seven of these sections are ASD Nest classes. This requires the need to emphasize co-teaching planning and practices amongst all faculty members. The Co-teaching Models are emphasized in professional development and in teacher evaluation.
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 - School Survey data reveals that over 90% of parents feel that school leadership engage in shared decision making, work to create a sense of community and promote family involvement. Over 95% of teachers assert that school leaders make clear instructional goals, understand how students learn, and communicate a clear vision for the school.
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 - We have refined several structures to improve upon staff development including teacher led inquiry meetings, administrator led grade teams focusing on at-risk students, peer inter-visitations as well as several capacity building partnerships which include relationships with Project Lead the Way, Advancement Via Individual Determination, NYU Talon School of Engineering, Microsoft and Turner Construction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

On the 2015-16 School Survey, 95% of teachers will endorse a positive response (i.e. “agree” or “strongly agree”) when asked if the principal has set clear expectations for teachers regarding implementing what they have learned in professional development.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<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 2015 through June 2016</p>	<p>Department Chairs, Administrators, Teachers</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 2015 through June 2016</p>	<p>Grade Team Leaders and Assigned Administrators</p>
<p><u>Department Planning Teams:</u> MBHS provides 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. Administrators help facilitate these meetings to ensure that the MBHS instructional focus (rigorous, student-centered lesson planning) is a priority when teachers plan lessons.</p>	<p>Content-specific teachers</p>	<p>September 2015 through June 2016</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</p>	<p>All teachers</p>	<p>September 2015</p>	<p>Administrative team, Teachers</p>

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. Each department presents professional development on a best practice in faculty meeting during the 2015-16 school year.		through June 2016	
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Special Education Coordinator Raeann McElveen, Department Chairs, 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 teams 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
In September of 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 2016 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, inter-visitations and non-evaluative observations will be conducted as needed by department chairs and the instructional coach to support instructional growth for all teachers. In November, Election Day professional development will center around crafting student-centered, cognitively engaging learning activities. A revised lesson planning template will be introduced, teachers will conduct peer lesson planning revision sessions, and all future lessons will be crafted using the template and instructional focus goals. Using Never Work Harder Than Your Students by Robyn R. Jackson, teachers will also self-assess by completing a survey on their personal progress toward becoming a master teacher. Between November 2015 and May 2016, administrators will collect lesson plans during every observation, and faculty meeting time will be allotted to analyze student work and peer-review lesson plans to ensure that rigorous instruction is being planned and effectively implemented. In June 2016, 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. In addition, teacher teams will analyze benchmark data to determine students’ skill and content acquisition and identify gaps in proficiency that can be addressed via targeted instruction.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

MBHS has created numerous partnerships to further our mission. Our collaboration with NYU-Talon School of Engineering allows students to support university professors in their research during the summer months. NYU has provided MBHS with a graduate student to co-plan with our Introduction to Engineering teacher, in addition to starting a Lego Robotics Team, 20% of which is comprised of students on the autism spectrum. 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. 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 the facilitation of a nationally recognized college readiness intervention program, Advancement via Individual Determination. Students have benefited 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 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.

During the 2015-16 academic year, we will begin to utilize four additional partnerships to increase our students college and career readiness by providing instruction in STEM disciplines. Through the first of a two-year partnership with Technology Education And Literacy in Schools (TEALS) we will start a Computer Science sequence expected to terminate in at least one AP exam by May 2017. With the support of Project Lead the Way, we are starting an Engineering sequence that will expose our students to various disciplines of engineering, including software design which will align with our TEALS curriculum mentioned above. Our engineering program will also be supplemented by Turner Construction’s Youth Force 202 which will entail professionals from various aspects of design projects teaching our students and supporting group projects.

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. This and other opportunities include supporting the Prospect Park Conservancy, NY Methodist Hospital, and Habitat for Humanity, among other notable community-based organizations.

Through a variety of systems, we maintain continuous contact with our parent community. These systems include biweekly newsletters, small advisory groups in which advisors serve as the principal point of family contact, and an online grading system (PupilPath) that allows for near 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.

On the most recent school survey, 88% of parents endorsed the notion that the school offers a wide enough variety of courses and extra-curricular activities to keep their children interested in school. This is evidence of our willingness to leverage community ties to enhance the experience of our learners.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

On the 2015-16 School Survey, the proportion of teachers indicating that school staff encourages feedback from parents/guardians and the community will increase by 2% from the previous year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Significant outreach will be made to the parent community through the following outlets to convey the importance of off-site experiences including enhanced social development and greater academic persistence: Meetings of the School Leadership Team, Parent Association and parents of students in our ASD Nest program; Electronic outreach including email blasts and web postings; a grade-by-grade assessment calendar posted on the MBHS website and updated weekly by Teachers, school announcements via School Messenger</p>	<p>Parents and guardians, Teachers</p>	<p>October 2015-May 2016</p>	<p>Internship Coordinator, Guidance Counselors, Administrators</p>
<p>Parent-Teacher Conferences will be student-led and structured so as to allow parents and guardians to provide feedback to each teacher. PTCFast, an online sign up system, will be used to streamline the organization of PTCs. School Messenger will be used to advertise PTCs.</p>	<p>Teachers, Parents and Guardians</p>	<p>November 2015, March 2016, May 2016</p>	<p>Teachers, Internship Coordinator, Guidance Counselors, Administrators</p>
<p>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.</p>	<p>Students with disabilities</p>	<p>October 2015-June 2016</p>	<p>Assistant Principal of Special Education, Social Worker(s), Internship Coordinator, Community Service Teacher (C-6)</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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, School Messenger, and the Google Assessment Calendar

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, faculty will be surveyed to assess the proportion of parent communication that involves the teacher soliciting feedback from the parent. They will also be asked to share next steps regarding how to elicit feedback more often from parents and guardians. These suggestions will be vetted by administrators and department chairs in March, and implemented between March and June 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	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	After school office hours, Saturday Regents' Preparation session
Mathematics	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	After school office hours, Saturday Regents' Preparation session
Science	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	After school office hours, Saturday Regents' Preparation session
Social Studies	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	After school office hours, Saturday Regents' Preparation session
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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:

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

Part 1: Title I Status

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

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 activities and strategies for high quality professional development for teachers, principals, 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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP)

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Kevin Conway	Assistant Principal Lindsey Baumgarten
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Samantha Thomson	School Counselor Caroline Schwarzkopf
Teacher/Subject Area Samantha Thomson/Spanish	Parent Deborah Kossar
Teacher/Subject Area Jason Wallin/French	Parent Coordinator N/A
Related-Service Provider Olga DeFilippis	Borough Field Support Center Staff Member Terrence Paulin
Superintendent Karen Watts	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	625	Total number of ELLs	11	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	1			0						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										1	1	1		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		0
French												1	2	0
Korean														0
Punjabi														0
Polish												2		0
Albanian														0
Other MA & NO										2				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)										1				0
Commanding (Proficient)										2	2	4	2	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										3	2	4	2	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2	0	2	0
Integrated Algebra/CC Algebra	9		9	
Geometry/CC Algebra	4		3	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	4		0	
Earth Science	0		0	
Living Environment	9		9	
Physics	2		2	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	6		6	
Geography				
US History and Government	2		2	
LOTE	2		2	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 assessments that are given four times yearly. This data shows that ELLs reading lexiles are usually below grade level. It also reveals that their reading comprehension skills as well as writing skills are below grade level. Our school uses this data to drive our instructional plans for these students. We specifically design lessons to advance their reading lexiles to grade level. We also design mini-lessons on reading strategies and hold small group writing workshops.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns from the NYSITELL reveal that all of our students, grades 9-12, start MBHS at a Commanding Level or near Commanding Level. Those students who are Expanding upon starting, improve one proficiency level within a year of being at MBHS, as reflected by the NYSESLAT data.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school does not use the AMAO tool since our ELL population is so small. As earlier expressed, ELLs represent less than 2% of our current student body, and thus we are able to measure their progress without using AMOA 1 or 2. Our weekly faculty meetings as well as results from the Benchmarks given four times yearly provide enough data to predict our students' progress for the following year. Also, as previously expressed, students have always reached a Commanding level on the NYSESLAT within one school year at MBHS.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. The patterns across grade levels reveal a steady growth in performance, on English tests.
- b. The School Leadership Team meets weekly to discuss MOSL on the Baseline and Benchmark Exams given in all content areas. With this information, the Team is able to devise and put into place appropriate Tier 1, Tier 2, and Tier 3 interventions. Results from the MOSL also drive teacher's use of differentiation in the classroom.
- c. The periodic assessments reveal students' strengths and weaknesses in reading, writing, speaking and listening across the different content areas. Students' home language is used during Grade Team Meeting discussions as a means to inform the teachers and devise appropriate interventions.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
Our ELL Coordinator, Samantha Thomson, reaches out to the faculty at the beginning of the school year, and every time a new student joins our community, to inform of the students' second language and ELL status. The student's second language development is then further discussed during Grade Team Meetings as well as Department Meetings. In the Grade Team Meetings, Ms. Thomson models strategies to the team, which the teachers use in their classrooms. In addition, we case conference each student who receives ESL services. At this time, we discuss their educational history, strengths, challenges and strategies that would benefit them. Students' advisors are also made aware of the second language as well as the students' home language so they can make appropriate decisions in terms of supporting the student and contacting home.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Students' results from both the January and June Regents help us to determine whether students have made Adequate Yearly Progress. Additionally, we use the data from Achieve 3000 reading activities to measure students' reading and writing progress. Finally we draw upon their Progress Reports, Report Card grades, as well as informal classroom observations.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Prior to all students entering MBHS, students and their families are invited to an orientation. At the orientation, families are asked to identify their language preference (for school communication) on a school designed form. We have bilingual staff present during these events to provide support during the intake process. Because we are a screened school, all students must score 3 or 4 on the 7th grade state exams to be considered for entrance. That said, every time a new student is enrolled, we run the RLAT in ATS to determine which families need to be administered a HLS Form. When families new to the NYC DOE or have been out of the NYC Public School Systems for 2 or more years, the Pupil Accounting Secretary notifies our ELL Coordinator, Samantha Thomson, and they set up interviews the family and completes the HLS form within 10 days of the enrollment. Parents are notified to come in for an interview via letter sent home with the child. If necessary, follow-up phone calls remind parents that they need to complete the HLS Form as part of the official enrollment process. After the interview, Samantha Thomson meets with the MBHS Language Proficiency Team to discuss whether the students have IEPs or qualify for SIFE services.
Students sit for the NYSITELL, if necessary. Ms. Thomson administers the NYSITELL and Mr. Wallin helps her to grade them, when necessary. Once we get the results, we meet with each family and explain the services their child is entitled to and discuss the programs our school offers. The services are immediately put into place.
Presently there has not been a need to administer the Spanish LAB. If the need should ever present itself, Ms. Thomson, who speaks Spanish, and is trained in administering the Spanish LAB, will be the person to do so.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In administering the HLS interview, Samantha Thomson determines whether students are SIFE, by asking the question on the survey: "Has there ever been a time when your child missed school for an extended period of time?" At present, no family has ever answered that question affirmatively, so we have not had the need for a SIFE questionnaire.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

After completing the HLS interview with the parents and student, Ms. Thomson meets with the Language Proficiency Team, comprised of herself, Raeann McElveen, the Special Education Coordinator, April Gurley, the Social Worker, Caroline Schwarzkopf, the School Counselor, and Christina Castronovo, the School Pathologist, and Deborah Kossar, parent, to verify the records are accurate in SESIS. Translation for the parent are provided by our bilingual staff. The parent is given 20 days to accept or reject the recommendation of the LPT. Students are placed into services immediately after.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Entitlement and non-entitlement parent notification letters are printed in the parents' preferred language and sent home with the child (for quicker delivery) as well as mailed home. Parents/Guardians are instructed to select a program and sign the letter. Ms. Thomson also communicates with the students' advisors, who sometimes are able to more quickly communicate with parents. As well, our Pupil Accountant Secretary follows up with phone calls home to make sure the letters are received.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Ms. Thomson directs parents to the Family Resources page on the NYC DOE website, and also told verbally and in writing, in their preferred language, that they may appeal the child's ELL status within 45 days of enrollment. Copies of the letter are kept in students' cumulative folders.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are invited via phone call or letter, in parents' preferred language, to the school to discuss the NYSITELL results and placement options, immediately after the results are received. At this time, parents are also showed the orientation video on the NYC DOE website, and we explain that we only offer a Freestanding ENL Program, given our small ELL population. We also explain to parents that should they wish to enroll their child in a school where more program options are available, they are entitled to do so. Finally we explain that should we ever have a big enough subpopulation to offer other programs, we will inform them. This process is completed within 10 days of the child being enrolled at MBHS. Though the Bilingual Program is technically the default placement when a parent does not return the letter, we do not currently offer a Bilingual Program, since we do not have a large enough ELL population. Therefore, students default into the Freestanding ENL Program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Pupil Accountant Secretary follows up with both parents and students to ensure that the Parent Surveys and Program Selection forms are completed within a week of receiving them. They are then filed into students' cumulative folders. Advisors, and Ms. Thomson, herself, is also in communication with parents via phone and email. As previously explained, it is very unlikely moving forward that MBHS will offer any other than a Freestanding ENL Program due to our rigorous entrance requirements. Since students must score a 3 or 4 on the 7th grade State Exams, their English needs to be at a "commanding/expanding" level to be considered for enrollment. Should this change, parents will be notified via letter, in their preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
When Parent Survey and Program Selection forms are completed they are checked off a list. The Pupil Accounting Secretary follows up, via phone call or in letter in the parents' preferred language, on those that have not been returned.

9. Describe how your school ensures that placement parent notification letters are distributed.
In the past 4 years (the total time MBHS has been open), we have had very few students who qualify for services. Therefore the process of distributing placement parent notification letters has been straightforward and manageable. Ms. Thomson collaborates with the Pupil Accounting Secretary and student advisors to ensure all letters are distributed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is placed in the student's cumulative folder.

11. 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.

Given our small ELL population, we've only administered the NYSESLAT a few times. Before administering it, we ensure that our ELL Coordinator as well as all other staff who will be helping in the administration have received the mandated training. Though we are aware of which students must be administered the NYSESLAT because there are so few, our Pupil Accounting Secretary verifies in ATS which students need to take the NYSESLAT. This is determined by running the RLAT and seeing which students have not achieved a "P"

for "Proficient" or, now, "E" for expanding. Our Testing Coordinator, Brian Faughnan places the orders for the NYSESLAT tests, and then Samantha Thomson notifies parents that their child will be sitting for the exam on the dates appropriate for our schedule. Samantha Thomson also communicates these decisions to the rest of the faculty to ensure there is no conflicting programming. The testing is divided into several days, based on the mandated requirements, and the students' needs. Since all the students we have tested have been "expanding" the test administration has generally been a quick process, completed in two to three days.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. As earlier mentioned, our school services such a small amount of ELLs that distributing entitlement and transitional support parent notification letters in their preferred language, has been handled by Samantha Thomson and the Pupil Accounting Secretary. Copies of the letters are kept in the students' cumulative folders.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

In the past four years, we have had very few students who qualified for ELL services. For this reason, we have only been able to offer a Freestanding ENL Program. This limitation has been very transparently expressed to parents. But, since our ELLs are always close to being deemed "commanding," the parents have always agreed that this Program meets their needs. That said, we always work very closely with families to try to align their requests as best as possible. As per the Aspira Consent Decree, we express to parents that if at a given time our ESL population grows enough to be able to open another Program type they will be notified. We also inform them of their right to enroll their student in a different NYC public school that offers a greater range of Programs. Hitherto, the culture of communication at our school has made it so that parents always request the same services as the school offers.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

ELL students are integrated into mainstream classrooms, and they generally travel by grade section, except for Foreign Language, and Math, when sections are sometimes split up and/or combined. Regardless, all sections and classes at MBHS are always heterogenous.

Our Freestanding ENL Program is structured such that students receive services integrated into their core content classes, including Social Studies (Econ, US History, Humanities) and English (Journalism, Humanities) . At present, only two students are serviced in the same class, Lamarana Diallo & Shontai Forde. These students have the same level of "Expanding" so they can be considered to be grouped homogenously. The teachers currently delivering service are Jason Wallin, Emily Goldsmith, Lindsay Horgan and Samantha Thomson. These teachers push-in to the core content classroom to collaborate with the content area teacher and provide integrated English support. As per the CR Part 154.2, students are receiving 90 minutes a week of integrated services.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At the beginning of the school year, and every time a new student is enrolled throughout the year, Samantha Thomson communicates with the school Programmers, Nigel Franklyn and Danielle Rossi, to ensure that they are aware of the ELL population, and that they schedule the students for the mandated number of hours weekly, as per the CR Part 154 requirements. This is programmed into STARS.

At present, all of our students except for one are of "commanding" proficiency. The other student is "expanding." Commanding students

are receiving 90 minutes a week of integrated services, as per the CR Part 154.2 and the "expanding" student is receiving 180 minutes of integrated services.

3. Describe how core content is delivered in each program model. 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.

At present, we are only using one instructional mode: Freestanding ENL. ESL Teachers (including Jason Wallin, Emily Goldsmith, Samantha Thomson and Lindsay Horgan) provide content area supports through accommodations like "Words of the Week," graphic organizers with sentence starters, and powerpoint notes. We use Socratic Seminars as well as Writing Workshops to work with individual students to set SMART goals and give them strategies to improve their work. ESL teachers provide content area supports by checking-in with students as they complete normal classwork. When necessary, the ESL teacher provides Tier 3 supports to students for reading (such as reading strategies, vocabulary building) and writing (argumentative writing, sentence structures, modeled writing, scaffolded worksheets). In terms of speaking & listening, ESL teachers support ELLs by one-on-one practice for class presentations, preparation for Socratic Seminar, and other student-led discussion activities, such as Speed Dating, Popcorn Talk, etc These methods are in line with CCLS since they support students in accomplishing objectives and activities of lessons aligned to the CCLS. At MBHS, it is requirement that all curricular maps and subsequent lessons and coursework be aligned to the Common Core Learning Standards to foster students' language development across the four skills. Therefore, as a support to the content area teacher, the ESL teachers' methods are automatically aligned.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Since our school's existence, our students have all been "commanding" so we do not test them in their Home Language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

MBHS uses both informal and formal assessments to determine ELLs progress throughout the school year. Informal assessments are done by observation of the students' speaking and listening skills in the content area class. These are subsequently discussed in Grade Team & Department Meetings. More formal assessments are also incorporated regularly. Students sit for the schoolwide Baseline and Benchmark Exams four times yearly, to determine their progress and English acquisition in Speaking, Listening, Reading and Writing throughout the year. Students are also assigned weekly assignments on Achieve 3000, to provide their teachers with a measure of their lexile (reading) level. Achieve 3000 provides students with targeted and differentiated articles that track the growth of their lexile (reading) levels. We also administer the CWRA to 9th and 10th which identifies core critical reading, writing and critical think abilities. We use the results of these assessments to determine our ELLs needs and to drive our instruction and support. Before both the June and January Regents Exams we also administer Saturday Regents prep for all students. This again provides another measure of their progress towards achieving State objectives across content areas, largely in the reading, writing and listening modalities. Finally, 10th and 11th graders sit for the PSAT, an additional measure to helps us to identify their areas of strength and weaknesses in each of the modalities. ESL take all of these informal and formal assessments into account when planning and delivering instruction to ELLs.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a) N/A

b) We have one student in this level, who is of "commanding" proficiency. As previously explained, this student is receiving integrated service in his content area classes, as part of our Freestanding ENL Program. We do not offer any other Program at this time. The teachers provide differentiated supports through accommodations like "Words of the Week," graphic organizers with sentence starters, and powerpoint notes. The teachers use Socratic Seminars as well as Writing Workshops to work with individual students to set SMART goals and give them strategies to improve their work. ESL teachers provide content area supports by checking-in with students as they complete normal classwork. When necessary, the ESL teacher provides Tier 3 supports to students for reading (such as reading strategies) and writing (sentence structures, modeled writing, scaffolded worksheets). In terms of speaking & listening, ESL teachers support ELLs by one-on-one practice for class presentations, preparation for Socratic Seminar, and other student-led discussion activities, such as Speed Dating, Popcorn Talk, etc These methods are in line with CCLS since they support students in accomplishing objectives and activities of lessons aligned to the CCLS. At MBHS, it is requirement that all curricular maps and subsequent lessons and coursework be aligned to the Common Core Learning Standards to foster students' language development across the four skills. Therefore, as a support to the content area teacher, the ESL teachers' methods are automatically aligned. c) N/A

d) N/A

e) The other 10 ELLs are "expanding." In other words they are Former ELLs that are receiving two years of service after exiting ELL status. As previously explained, these students are receiving integrated services in the content area classes, as part of our Freestanding ENL Program. These students are supported by their ESL Teachers (Horgan, Wallin, Goldsmith and Thomson) in a variety of ways. The needs of each student are determined at the beginning of the school year, and discussed

weekly in Grade Team as well as Department Meetings. Teachers share best practices and upon request, Ms. Thomson also models differentiated instruction. ESL Teachers (including Jason Wallin, Emily Goldsmith, Samantha Thomson and Lindsay Horgan) provide English supports across content areas through accommodations like "Words of the Week," graphic organizers with sentence starters, and powerpoint notes. We use Socratic Seminars as well as Writing Workshops to work with individual students to set SMART goals and give them strategies to improve their work. ESL teachers provide content area supports by checking-in with students as they complete normal classwork. When necessary, the ESL teacher provides Tier 3 supports to students for reading (such as reading strategies) and writing (sentence structures, modeled writing, scaffolded worksheets). In terms of speaking & listening, ESL teachers support ELLs by one-on-one practice for class presentations, preparation for Socratic Seminar, and other student-led discussion activities, such as Speed Dating, Popcorn Talk, etc These methods are in line with CCLS since they support students in accomplishing objectives and activities of lessons aligned to the CCLS. At MBHS, it is requirement that all curricular maps and subsequent lessons and coursework be aligned to the Common Core Learning Standards to foster students' language development across the four skills. Therefore, as a support to the content area teacher, the ESL teachers' methods are automatically aligned.

For both groups b) & e), our school follows the testing accommodations outlined below:

Time extension (all exams): We extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits.

- Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location.

- Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.

- Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading.

- Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.

- Oral translations for low incidence languages are not allowed for English Language Arts examinations. Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.

- Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

We reserve the right for students to appeal a score of 62-64 on up to two of the required Regents examinations provided that they pass the remaining Regents exams with a 65 or above and meet the additional criteria. Students can earn a Regents diploma if they successfully appeal one exam score of 62-64 and have a score of 65 or above on the four remaining exams or; students can earn a local diploma if they successfully appeal two exam scores of 62-64 and have a score of 65 or above on the three remaining exams. We also reserve the right for students to appeal to graduate with a score of 55-61 on the ELA Regents Examination. ELL students can earn a local diploma if they successfully appeal a score of 55-61 on the ELA Regents exam and a score of 65 or above on the four remaining exams; or successfully appeal a score of 55-61 on the ELA Regents exam and successfully appeal one other exam score of 62-64 and score 65 or above on the remaining three exams. These students can earn a local diploma.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

We have never encountered this situation. Should the situation arise, Ms. Thomson would manage the initial identification and re-identification process within the required 45-day time period. This is an area of growth for us.

8. 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?

At this time, we do not have any ELL-SWDs.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Presently, we do not have any ELL-SWD with IEPs.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

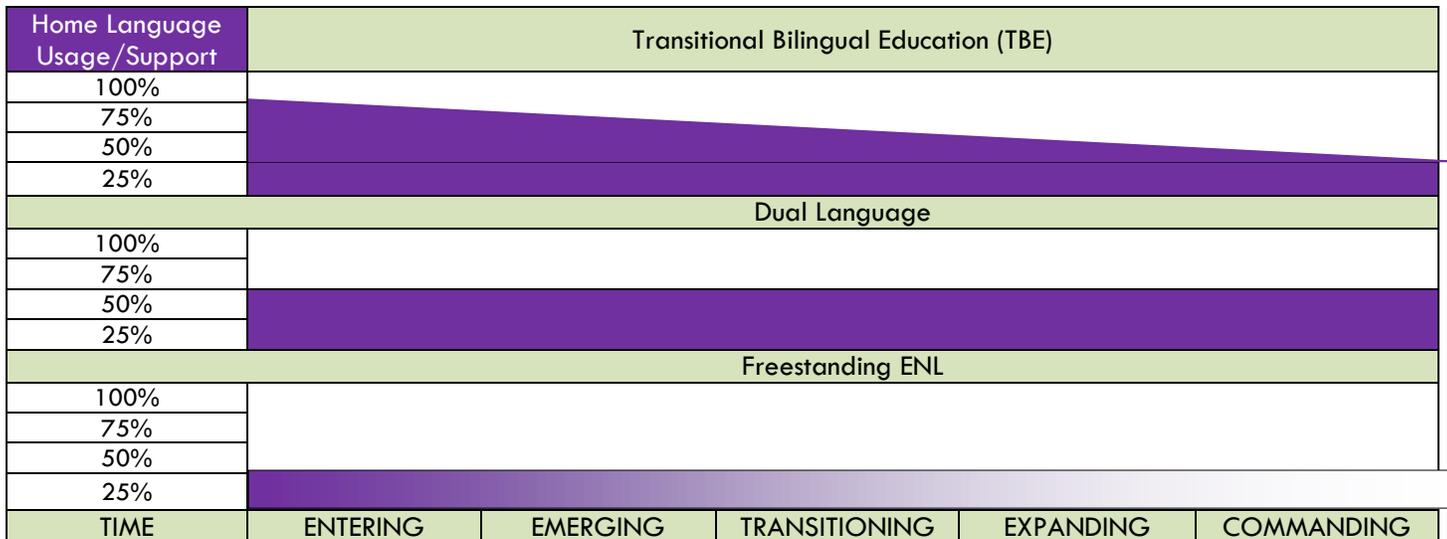


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Our teachers meet in weekly Grade Team Meetings as well as Department Meetings to identify at-risk students who require additional support. Students are tracked by the entire staff via weekly surveys. The information from these surveys, in turn, allows the Team to brainstorm appropriate strategies to put into place to best support the student. The supports are also communicated to the students' advisors, content teachers, as well as parents. Supports can range from Tier 1 to Tier 3, and, of course, vary by student. Some strategies we've implemented include: mandated office hours schedule, rewards systems for academic/behavior achievement. When deemed appropriate, teachers support students through differentiated assessments, assignments and scaffolding for classwork.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As earlier mentioned, all of our ELLs are currently "commanding," therefore we feel like our current program is effective. Those who come to MBHS at an "expanding" level jump one level on the NYSESLAT within a year, so, again, we believe the measure we have in place are sufficient.
12. What new programs or improvements will be considered for the upcoming school year?
Due to our small ELL population, we will not be adding any new Programs this year. We will continue to offer Freestanding ENL to all of our ELLs. An improvement to the program this year is that we have incorporated more ESL teachers into the process of providing services to students. Another improvement is that we will be providing 90 minutes of weekly to "expanding" students who previously qualify for services. We see this as an improvement since these students will have opportunities to work one-on-one with ESL staff for integrated classroom support.
13. What programs/services for ELLs will be discontinued and why?
We will not be discontinuing any programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are offered the same after-school programs as the rest of the student body. Students are invited to participate in after-school programs through a brochure that is disseminated to the entire student body. ELLs are encouraged by their advisors to participate in at least one after-school activity, and to attend office hours beforehand. Advisors may provide students with an office-hours schedule. At present, we offer a large variety of school programs including but not limited to Writing Center, Running Club, Yoga Club, Game Club, Dance Club, Singing Club, Theatre Club, Black Student Union Club. Supplemental services are provided through our advisory program, which meets four times weekly, and affords each student with individual time for academic check-ins and necessary supports to be put into place (such as an office hour log).
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Technology is incorporated into all MBHS classrooms. Most teachers teach their lessons on a SmartBoard, and incorporate technology-based activities into their curriculum. In addition, students also have access to Computer Carts, which they are expected to use for assignments in all classes, ranging from Research to Math. They engage in Internet-based programs (for engineering, computer science and stats), as well as Excel, Word and PowerPoint for Common Core-aligned assessments.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support has never been necessary since our students are at the "commanding" level.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The school ensures that all required services/resources correspond to ELLs' age and grade level through our weekly conversations at Grade Team and Department meetings. As previously mentioned, since the required services being offered almost entirely on an individual basis, services are specifically designed for each student according to their grade and level. At present, we do not service any ELL-SWDs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Before school begins, accepted ELLs are invited to a new student orientation at the school, where they meet current students and the faculty members from each department. During the orientation, students take a student-led tour of the school and complete activities in small groups led by current students. This provides them with an opportunity to socialize with other new students as well as current students. Students are also assigned an Advisor, who is a teacher at the school. All staff members are assigned an advisory group. The advisors reach out to the ELLs to introduce themselves as the student's point person and to address any needs, concerns and/or questions the student may have before the first day of school.
19. What language electives are offered to ELLs?
At present, we offer French and Spanish, levels , 2, 3, 4 and Advanced Placement.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Samantha Thomson forwards the "News & Opportunities for Educators of ELLs" monthly emails, which announce PD opportunities outside of our building in NYC, to all of the teachers of ELLs. Additionally, all content area teachers, including teachers of ELLs will engage in weekly PDs in our building every Monday during faculty meeting time. This year, teachers are also engaging in four inter-Departmental observations (1 per semester on varying days), where they take low-inference notes and use those notes in a subsequent faculty PD to conference and improve upon current practices, as well as build in support plans for all students. PDs are scheduled for Election Day on November 3rd, 2015 as well as February 1st, 2016 & June 9th, 2016. PDs are designed to ensure that all staff meet the requirements, as per the new CR Part 154. In other words, 15% total hours ELL specific PD for all teachers and 50% total hours ELL specific PD for ESL teachers.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Common Core Learning Standards are addressed on a bi-monthly basis in weekly faculty PDs. Amongst our trainings, we discuss the shifts in 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 uses to implement the literacy shifts as well as best practices. We have also watched videos that demonstrate the 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 they can best learn. ELLs are included in their population, and we discuss strategies for helping them to meet course goals. Current supports include Tier 1, 2 and 3.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We continue to support our ELLs by informing the staff of their previous status during Grade Team Meetings. Subject area teachers creates the supports they see necessary for the student to achieve the course objectives. ELLs are also encouraged to take advantage of the daily office hours schedule offered by all teachers. Samantha Thomson also provides individual support to students during a weekly office hour. During this time, students identify content areas of concern, and receive support in them. Our guidance team also receive PDs focused on helping ELLs transition from middle school to high school. The team, in turn, turnkeys these strategies to the entire faculty during a faculty meeting.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our school holds PDs on Election Day & Chancellor's Conference Day that address ELL instruction and Common Core-aligned lesson samples. Activities include strategy share-outs, move clips that demonstrate best practices, article readings and jigsaw activities. Best practices are also built into our PD cycle in faculty meetings. During Grade Team Meetings, we also teach teachers how to identify students. Agendas and attendance is taken at all school-oriented PDs, Grade Team Meetings, Department Meetings as well as Faculty Meetings. Our school is also part of the AVID-pilot program, which provides PDs in supporting ELLs achievement of Common Core Standards. Teachers have been informed of the new CR Part 154 requirements with regards to ELL PDs and also take responsibility for keeping personal records of the PDs they attend.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Our school services a very small amount of ELLs, but Ms. Thomson is in communication with all of the parents throughout the year to communicate each student's progress.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parent involvement is deeply valued in our school community. We build in parent communication specifically through the Advisory Program, which pairs every student with a teacher for their four years in high school. The advisor frequently communicates both struggles and success to the parents via email/phone/individual meetings. ELL parents are invited to Open Houses as well as Curriculum Night to meet their students' teachers and to become acquainted with the curriculum. Parents are also invited to Parent Association events throughout the year, including monthly Parent Association Meetings, Holiday Events & Potlucks. Of course, parents also come to the school for Parent-Teacher Conferences as well. In accordance with the New CR Part 154, annual meetings are also scheduled with parents/guardians to discuss their child's progress.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
This is an area of growth for us. Due to our small population of "commanding" ELLs, we have not yet seen the need for outside support, however, should this subpopulation ever grow, we will seek out CBO support.
5. How do you evaluate the needs of the parents?
We use the information provided on the Blue Cards as well as information collected by advisors to evaluate parents' needs. Advisors reach out to parents through a variety of means, including emails, texts, phone calls, written letters home. The lines of communication are established in the first year the student joins MBHS, and the advisor is considered to be the point person for the ELL student. All needs are filtered through the advisor. At this time, our school does not have an appointed Parent Coordinator. All advisors are aware of the bilingual staff who are available to provide translations both orally and in writing. Additionally, advisors use the NYC DOE Translation and Interpretation Unit.
6. How do your parental involvement activities address the needs of the parents?
We pride ourselves on our tightly-knit community. Not only are we frequently in touch with parents, but we also host multiple events throughout the year to involve parents. Parents are able to communicate their needs and, being a small school, we always make accommodations to meet their needs.

D. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: <u>Millennium Brooklyn High School</u>			School DBN: <u>15K684</u>
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kevin Conway	Principal		10/26/15
Lindsey Baumgarten	Assistant Principal		10/26/15
N/A	Parent Coordinator		1/1/01
Samantha Thomson	ENL/Bilingual Teacher		10/26/15
Deborah Kossar	Parent		11/5/15
Jason Wallin	Teacher/Subject Area		10/26/15
Samantha Thomson	Teacher/Subject Area		10/26/15
	Coach		1/1/01
	Coach		1/1/01
Caroline Schwarzkopf	School Counselor		10/26/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 15K684 **School Name: Millennium Brooklyn High School**
Superintendent: Karen Watts

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our ESL Coordinator, Samantha Thomson, meets with our Pupil Accounting Secretary Linda Gioia to take inventory of the incoming students for each new school year. Together, they determine which students are new to the NYC public schools system or that have been out of NYS public schools for 24 months. If need be, our team contacts previous DOE schools or NYS public schools to obtain student information. The parents of these students are then invited to Millennium Brooklyn High School so that Ms. Thomson can administer the HLIS form to them. Also, if necessary, our team provides translation services for parents during the HLIS administration. For students with IEPs, the school-based language proficiency team meets to determine whether the students disabilities prevent language progress. If so, we will follow procedures for exemption.

Once the HLIS is administered, we show parents the "Parent Orientation Video" on the DOE website in their preferred language, as indicated in the HILS (oral communication language preference). Ms. Gioia enters the HLIS information into ATS. After students' ELL status has been determined, a letter in parents preferred language, as indicated in the HLIS (written communication language preference) is sent home to parents within 5 days to inform them as well as to give instructions that they can appeal the ELL status within 45 days, if they so wish. Parents are invited to choose the English as a Second Language programs offered at our school, and also informed that if they want a Dual Language Program or Bilingual Program (which we currently don't have the capacity to offer, but if at a given time we have adequate student necessity we will offer) that we can help transfer their student to a school that offers such programs. Parents are asked to sign copies of the letter acknowledging their choice and then copies of these letters are filed.

In addition to the HLS, parents are asked to complete the Blue Emergency Cards, which states their Home Language & Language Preference.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Preferred languages for written and oral communication include: Spanish, Polish, French, Russian, Chinese, Philipino, Farsi, Arabic. Bengali, Mandarin, Haitian Creole, German, Cantonese, and Vietnamese.

As for our current students' parents' preferred languages for written communication: Arabic, Polish, Russian, French, Chinese, Spanish, Korean, Philipino, Dari/Farsi/Persian, Bengali, Vietnamese, Hebrew, & Urdu. For their oral communication: Cantonese, Chinese, Polish, Spanish, Russian, Mandarin, Arabic, Hebrew, Bengali, Vietnamese, Arabic, French, Dari/Farsi/Persian, Korean, & Philipino.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

In September, students are given an Emergency Contact Card to complete, as well as an information sheet to inform/update parent contact information & preferences. After-School Club Flyers are also disseminated both in September as well as in the Spring, around March.

Bimonthly, our Internship Coordinator, Brian Faughan, sends emails to advertise announcements as well as internship, job opportunities & special academic support programs. In both November and March, our Assistant Principal & Parent-Coordinator also communicate Parent-Teacher Conference Announcements & Sign-up Dates to parents via email and through PTCFast.com. 4 times yearly (Friday October 16, 2015, Friday December 18 2015, Friday March 4 2016, Friday May 13 2016), the school sends out progress reports twice yearly (January 29th 2016 and June 26th, 2016), the school sends out report cards. In December & May, Saturday test prep notifications and recommendations are sent home to recommend students who could benefit from extra support for the January and June Regents. Our College Counselor, Sarah Jane Gibbons also announces college events such as the Town Hall & Financial Aid Information Night via email & written correspondence to parents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In June we have a Parent Orientation for new students to meet the teachers and on September 29th, we invite the parents to school for Curriculum Night. PA meetings are also held monthly on Thursday. Fall and spring Parent Teacher Conferences are held twice, once November 19-20th & March 10-11th. Our attendance team meets bi-monthly and the Pupil Secretary contacts parents every time a student is

absent from school. Advisors also reach out to parents regularly to communicate any academic and/or social progress and concerns. For students who meet regularly with a social worker or SLP, these professionals may be more frequently in contact with parents. Our Special Education Team also meets with parents to discuss IEPs for our students as well as progress being made towards IEP goals. Our college counselor holds a Town Hall for junior parents to provide them with information on the college process.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our language support team is aware of the online translated resources. We use these as a base, and then send all other documents requiring translation to the T&I Unit, provided by the DOE. We also use the above outlined calendar to ensure timely provision of translated documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

For Parent Teacher Conferences, advisor-parent meetings, guidance counselor as well as SLP and social worker meetings, over-the-phone interpreters will be provided via the Translation and Interpretation Unit. When possible, we arrange to have some of our bilingual staff and student aids provide translations to culture our school community. On-site interpreters will be provided at a parents' request for Parent Association, College, and other school meetings.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our ESL Coordinator sends out a reminder email in September and again before both scheduled PTCs with information for teachers on how to access the T&I unit's over-the-phone interpretation service. At this current time, these measures have been sufficient. Formal and informal PD's are also provided to staff at Monday faculty meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

As per the regulations, parents are greeted with the official DOE Welcome Poster, Bill of Rights, Language ID Guide at security desk and main office and Parent's Guide to Language Access. At the beginning of the school year, we send a letter to parents offering translation and interpretation services for any correspondence or meetings. Our school also has a number of bilingual staff, that speak multiple languages. This staff is available to help in communicating with parents.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Every student at our school is assigned an advisor who communicates weekly with parents. Through the advisor we are able to determine the quality and availability of services. This is also assessed more formally through the Parent Surveys which are distributed in multiple languages in the spring.