2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 23K664
School Name: BROOKLYN ENVIRONMENTAL EXPLORATION SCHOOL (BEES)
Principal: CRAIG GARBER
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Environmental Exploration School
School Number (DBN): 23K664
BEDS Code: 332300010664
Grades Served: 6, 7, 8
School Address: 251 MacDougal Street
Phone Number: 718-453-3039
Fax: 718-453-3508
School Contact Person: Craig Garber
Email Address: cgarber@schools.nyc.gov
Principal: Craig Garber
UFT Chapter Leader: Lauren Barth
Parents’ Association President: Felicia Alexander
SLT Chairperson: Amelia Anderson
Title I Parent Representative (or Parent Advisory Council Chairperson): Felicia Alexander
Student Representative(s): N/A
CBO Representative: New York Edge / SASFSite Director Rodney Sanders

District Information

Geographical District: 23
Superintendent: Dr. Miatheresa Pate
Superintendent’s Office Address: 1784 Park Place
Superintendent’s Email Address: mpate@schools.nyc.gov
Phone Number: 718-342-3022
Fax: 718-385-3768

Field Support Center (FSC)

FSC: Brooklyn North
Executive Director: Bernadette Fitzgerald
Executive Director’s Office: 131 Livingston Street Brooklyn NY 11201

Executive Director’s Email Address: Bfitzge2@schools.nyc.gov

Phone Number: 718-935-3954  Fax: 718-935-3954
## 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 School Comprehensive Educational Plan (SCEP) 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 and Family Engagement Policy 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](http://www.nycdoe.org), available on the [New York City Department of Education (NYCDOE)](http://www.nycdoe.org) 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Garber</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lauren Barth</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Felicia Alexander</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Felicia Alexander</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>Rodney Sanders</td>
<td>CBO Representative, if applicable</td>
<td></td>
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<tr>
<td>Nicole Robinson</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Amelia Anderson</td>
<td>Member/ Teacher</td>
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</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Christine Szudzik</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Shaquanna Dowling</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Alileah Robinson</td>
<td>Member/Parent</td>
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<tr>
<td>Joseph Mahler</td>
<td>Member/ Teacher</td>
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<tr>
<td>Nathalie Boyce</td>
<td>Member/Parent</td>
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<tr>
<td>Christina Carreras</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear — that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:
School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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**: In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

- **Step 4**: 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 7:** 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: SCEP Overview

1. What is your school’s mission statement?

Mission: With a strong focus on environmental stewardship, sustainability and wellness, the Brooklyn Environmental Exploration School (BEES) fosters high academic achievement, independent thinking, problem solving and civic engagement. Through a dynamic interdisciplinary curriculum all students become active, creative and enthusiastic learners who see the value of knowledge and apply their school experiences to affect real world change. Continual assessment and evaluation inform the educational program. BEES prepares students for success in high school, college and beyond by instilling the urgency of protecting and nurturing our natural world, our communities and ourselves.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Brooklyn Environmental Exploration School (BEES) was founded in September of 2013 and reached full capacity in school year 2015 – 2016 serving grades 6 through 8.

We believe in the ability of all students to achieve high academic success. Based on this belief, our school is one in which all community members are accountable for students making the strides necessary to be college and career ready. Through lessons that feature high levels of student ownership, personalized instruction, frequent checks of student understanding, and high levels of engagement, our school can ensure that when students leave our school they are prepared for success in high school, in college, and beyond. We are a small learning community that recognizes the inherent struggles that face middle school students each day and yet we will not offer excuses for not reaching the highest achievement levels.

We use several partnerships to support students’ social-emotional, academic, and character growth which include:

- SONYC After school Program: In partnership with New York Edge / SASF our 6 th -8 th grade classes are enrolled and participating in comprehensive after school programming. Students participate in athletics, arts, academic support and academic enrichment from 2:40 to 5:40 Monday-Friday with additional camp days during school vacation days and over the summer.

- ArtsConnection: In partnership with ArtsConnection BEES students receive arts instruction in six different specialities over the course of the school year. BEES students participate in three cycles with two different arts disciplines per cycle. The residencies correlate to the Blueprint for Teaching and Learning in: Visual Arts, Dance, Music, Theater, Play writing, Theater Production.

- Urban Advantage: Urban Advantage is a standards-based partnership program designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions. BEES science and special education teachers receive monthly weekend professional development on the...
UA model. In addition BEES students participate in workshops at UA cultural institutions across NYC to enhance their understanding of scientific inquiry.

- Ramapo For Children: In partnership with Ramapo for Children, BEES classes participate in a team building overnight retreat to the Ramapo Camp in Rhinebeck, NY each fall. In addition, BEES teachers have all been trained in the Ramapo model “Teachers as Leaders”. A Ramapo coach visits, observes and coaches new BEES staff each fall semester.

- Learning Partner school for fall 2018-2019 which partners us with one Liberty Ave Middle School (LAMS) and School of the Future Brooklyn (SOFBK) to share best practices and collaborate in the spirit of mutual benefit. Our teachers will serve as model teachers both for our own staff and for staff from our partner schools to visit.

- Middle School Quality Initiative: (MSQI) Another important initiative for the 2018-2019 school year is continued participation in MSQI. This citywide initiative is to support literacy across the entire school. With guidance and support from the MSQI coaches and partner schools, we will be able to establish and implement school wide literacy initiatives that are research based and tailored especially for middle school students.

In September 2016, BEES was awarded a School Improvement Grant (SIG Cohort 7) from the New York State Education Department. In 2018-2019 the SIG will support the following partnerships:

- Teachers College Center for the Professional Education of Teachers (CPET) - CPET is the lead partner for the SIG grant. CPET’s initial work with BEES will be centered at the instructional core. Developing a curriculum plan that is relevant, authentic, and comprehensive is as challenging as it is important. Curriculum maps will set both aspirational and realistic goals for teachers and students. PD coaches support content area teachers to design, adjust or adapt curriculum customized to their school community.
- Achievement Network (ANET) - ANET Four times a year, ANET provides interim assessments that give educators timely, actionable, and student-specific data. We meticulously develop assessment questions that align to the standards and reflect the demands of state summative assessments. This helps teachers understand what students know and can do. But the data from our assessments don’t capture only right and wrong they provide information about which students are struggling, with what, and why.
- Creative Connections - Creative Connections will provide College and Career discovery courses for 6, 7, 8th grade students at BEES. In addition, Creative Connections will serve as lead partner in our College Access for All program, arranging college tours for BEES students. In 2018 BEES students visited Barnard College, Princeton University and Queens College with Creative Connections.

3. Describe any special student populations and what their specific needs are.

The school population comprises 85% Black and 15% Hispanic students. The student body includes 4% English language learners and 21% students with disabilities. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year to date is 90.6%. Specific needs include academic gaps, and social-emotional support.
4. Identify 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.

As a school, BEES has made the most progress in the "Rigorous Instruction" section of the Framework for Great Schools. The school had a 19% increase in proficiency scores from 2016-2017 on the NY State ELA Exam. The school had a 9% increase in proficiency scores from 2016-2017 on the NY State Math Exam. Our focus for the 2018-2019 school year will be on Collaborative Teachers. We are devoting significant resources to continue raising student achievement in ELA and Math through partnerships with Teachers College Center for the Professional Education of Teachers and Achievement Network as we establish our Curriculum. We will provide teachers the opportunity to participate in professional development within a culture of respect and continuous improvement.
### School Demographics and Accountability Snapshot for 23K664

<table>
<thead>
<tr>
<th>School Configuration (2018)</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Configuration</td>
<td>06.07.08</td>
<td>Yes</td>
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</tbody>
</table>

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 1
- # SETSS (ELA): 20
- # Integrated Collaborative Teaching (ELA): 16
- # Special Classes (Math): 2
- # SETSS (Math): 18
- # Integrated Collaborative Teaching (Math): 16

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 6
- # Music: #
- # Drama: #
- # Foreign Language: #
- # Dance: #
- # CTE: #

#### School Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 29.2%
- Mathematics Performance at levels 3 & 4: 24.0%
- Science Performance at levels 3 & 4 (4th Grade): N/A

#### School Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

#### Overall NYSED Accountability Status (2018-19)
- Student Performance: N/A
- Recognition: N/A
- Local Assistance Plan: N/A
- Focus District: N/A
- Focus Subgroups: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES
- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

##### High School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in</td>
<td></td>
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<tr>
<td>the appropriate box indicating SOP(s) addressed in this action plan.</td>
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<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan</td>
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<td>of rigorous and coherent curricula appropriately aligned to the Common Core Learning</td>
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<td>Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
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<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven</td>
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<tr>
<td>instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content</td>
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<td>standards and address student achievement needs.</td>
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<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to</td>
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<td>partner within and across all grades and subjects to create interdisciplinary curricula</td>
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<td>targeting the arts, technology, and other enrichment opportunities.</td>
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<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments</td>
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<td>for strategic short and long-range curriculum planning that involves student reflection,</td>
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<td>tracking, of, and ownership of learning.</td>
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</table>

### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

During the 2016-2017 school year BEES was visited by SED Integrated Intervention Team (IIT). The purpose of this review is to provide the school with feedback regarding the practices across the school and to provide a number of actionable recommendations to direct the school’s work in the immediate future.

Recommendation for Tenet 3 – Curriculum Development and Support: The school leader should direct teacher teams to review planned lessons to make certain that they include ongoing checks for understanding; multiple entry points; explicit strategies for re-teaching; and higher-order thinking questions to support authentic student discussions and high levels of engagement.

In the 2017 - 2018 NYC School Survey, over 80% BEES students indicated that they "know what their teacher wants them to learn in class" and "it is clear what I need to do to get a good grade."

An analysis of BEES NYS Math State Exam Data reveals the following:

**Overall Proficiency (Levels 3 and 4) Percentage**

2014 - 2.3%
2015 - 5.5%
2016 - 4.2%
2017 - 13%
2018 - 24%

**Proficiency Levels (3, 4) Percentage for Students with Disabilities**

2017 8%
2018 13%

During the same time period there was a decrease in the percentage of students scoring at Level 1 on the NYS Math Exam:

2014 - 47.7%
2015 - 74.0%
2016 - 67.7%
2017 - 54%
2018 - 47%

Formal and informal observations indicate that a need exists for specific planning for and execution of ongoing checks for understanding; multiple entry points; explicit strategies for re-teaching; and higher-order thinking questions to support proficiency for all students, specifically students with disabilities.

These data indicate that students with disabilities performance in math is the priority need for the 2018-2019 school year.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of using math and special education team meetings to conduct weekly reviews of lesson plans to ensure they include checks for understanding, multiple entry points, explicit strategies for re-teaching for students with disabilities, we will see an 7% increase in students with disabilities scoring at levels 3 and 4 on the 2019 NYS Math Exam.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
<td><strong>Target Group(s)</strong>&lt;br&gt;All BEES students</td>
<td>- 6 BEES teachers</td>
</tr>
</tbody>
</table>

| **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).** | **Target Group(s)**<br>ALL BEES students | - 6 BEES teachers |
| | **Timeline**<br>4 assessment cycles | - Education specialist via New York Edge (SONYC partner) |

Engage in Data-Driven Instruction (DDI) cycles using assessments provided by The Achievement Network (ANET) with a focus on math skills and strategies.

| **Target Group(s)**<br>ALL BEES students | **Timeline**<br>4 assessment cycles | **Key Personnel**<br>BEES math, science and SPED teachers will administer assessments and develop whole-class, small-group and individual remediation plans based on results<br>- ANET personnel provide grading and analysis<br>- BEES teachers will review data and provide targeted math instruction through the content areas |
| Use the Word Generation program to teach students important academic vocabulary through multiple exposures across the content areas | ALL BEES students | Beginning in September; 24 weeks as per Word Generation calendar (no short weeks) | BEES literacy teachers provide an introduction to the words through a reading passage and direct instruction  
· BEES math and science teachers use the words in the context of their subject  
· BEES Social Studies teachers lead students in a debate focused on deep, controversial questions and featuring the words  
· All ELA teachers lead students in answering a written prompt using the words  
· All BEES staff support initiative by asking about the words and posting them around the school |
| Implement “Saturday Academy” tutorials with a focus on test preparation | Selected BEES students will be mandated to attend based on 2018 data | 14 sessions beginning December 2018 | Principal will coordinate sessions  
· 5 teachers will plan and monitor student progress for impact |
| Encourage family engagement through PTA / Creative Connections programs and sessions on supporting student learning provided by Creative Connections | All families will be encouraged to attend | 10 PTA parent sessions, 4 Creative Connections sessions | Principal will schedule and organize events |
| - Advisors will reach out to families to encourage attendance |
| - School aides will reach out to families to encourage attendance |
| - Personnel through Creative Connections will provide programming |

| Develop comprehensive unit plans, lesson plans, formative and summative assessments with the support of the Center for Professional Education of Teachers (CPET) at Teachers College | All BEES students; plans will focus on including multiple entry points for Students with Disabilities, ELLs, and other at-risk groups | Summer 2018 | - All BEES teachers will receive support in developing unit plans, lesson plans and assessments |
| - Principal will coordinate sessions |
| - Personnel from CPET will provide programming and individual coaching |

<p>| Provide training in teaching math skills across the curriculum to all BEES teachers through partnership with CPET | All BEES students, with a focus on teaching | Summer 2018-Spring 2019 | - All BEES teachers, with a focus on content- |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Parties</th>
<th>Timeframe</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| Engage in observation of model math classrooms through the Learning Partners Program | Learning Partners Program teachers, model teachers and leadership | 2018-2019 school year | *Principal will attend all trainings and coordinate classroom observations with partner schools.*
*Math and SPED teachers attend classroom observations and implement best practices with support from the principal.* |
| Schedule weekly AIS periods for small groups for remediation of demonstrated needs in math. AIS periods will be part of the bigger SRP program. | All BEES students | 2018-201898 school year | *Principal includes AIS periods in schedule.*
*Model Teachers provide data and sorts students into groups for SRP.*
*Teachers use data to plan for individual and small-group.* |
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teachers will use Tuesday dedicated Parental Engagement time to host monthly workshops on CCLS (Next Generation shift) and how to support their children at home.

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
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<th>April</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Math</td>
<td>Science</td>
<td>SS</td>
<td>Arts</td>
<td>ELA</td>
<td>Math</td>
<td>Science</td>
<td>SS</td>
<td>Closing</td>
</tr>
</tbody>
</table>

All teachers

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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.

We will use our tax levy money to ensure we have enough staff members in each subgroup to support the needs of the students. We will use our SIG funding to fund an additional math teacher to reduce math class size. We will use our SIG funding to fund an additional special education teacher so that a large ICT class can have class size reduced. We will use our Title I money to ensure that all subgroups have the supplies necessary and after school support time with their teachers necessary to ensure success on the common core standards in every subject area.

Tax Levy funds to extend school day for the Expanded Learning Time period 9 program.
SiG Cohort 7 funds for summer 2018 professional development and coaching from Teachers College Center for Professional Education of Teachers.

Contract for Excellent funds for TC CPET ongoing Professional Development throughout the school year on "Collaborative Teachers"

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
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<tr>
<td>Title I 1003(a)</td>
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</tbody>
</table>

**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 February 2019, Achievement Network Interim assessments will indicate a 5% increase in students scoring at Level 3 and 4 in Math.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Achievement Network interim assessment for middle school Math A1 and A2 Grades 6, 7, 8.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>x</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>]</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>]</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>]</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

During the 2016-2017 school year BEES was visited by SED Integrated Intervention Team (IIT). The purpose of this review is to provide the school with feedback regarding the practices across the school and to provide a number of actionable recommendations to direct the school’s work in the immediate future.

The school leader should direct the Single Shepherd social worker to conduct ongoing weekly teacher trainings on conflict de-escalation practices and trainings for students to learn behaviors that increase ownership of learning and promote college and career readiness.

The school leader has instituted programs to address students’ social-emotional developmental health needs. Students earn Brooklyn Environmental Exploration School (BEES) Bucks for exhibiting positive behavior under the provisions of the Positive Behavioral Interventions and Support (PBIS) program. Students may exchange BEES Bucks for privileges or inexpensive merchandise. The school leader stated that the PBIS program has helped to improve student behavior and attitudes in combination with other school initiatives such as the Ramapo program. Students spoke favorably about the team-building experiences and trips offered through this program. School data reviewed by the IIT showed that instances of misbehavior have decreased and student attendance has improved since the institution of these initiatives. However, students told the IIT that although they feel safe in school and the school leader and teachers are supportive and helpful, there are incidents of bullying and fighting in the school. During the student support staff focus group, the
IIT learned that there has not been training for teachers on de-escalating conflicts and preventing bullying. The school leader agreed that the Single Shepherd social worker could engage the teachers in this work. The Single Shepherd social worker has been provided to the school in a city initiative to train students to learn behaviors that increase ownership of learning and promote college and career readiness. The school leader agreed that teachers could benefit from additional training focused on building better student behaviors.

Our students, staff and families feel safe and supported as per our most recent QR, PPO visits and NYC School Survey. 100% of our teachers scored Effective or Highly Effective in Advance on component 2D Managing student behavior. School data collected from students during 'lunch with the Principal' meetings indicate that students would like to develop better relationships with their peers. Additionally, we have observed that most behavioral incidences occur when students are in large group settings, such as the cafeteria or gymnasium. Staff at Brooklyn Environmental Exploration School are invested in educating the whole child, academically, socially, and emotionally, and have put in place measures to ensure that all scholars are having their needs met in all areas.

### Part 2 – Annual Goal

| Indicate your school’s 2018-19 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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. |
| As a result of revisions to current systems and structures around behavioral expectations when students are outside of the classroom setting. By June 2019, we will see an 60% decrease in overall behavioral incidences which have occurred outside of the classroom. |
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| - Evidence-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). | Teachers, paraprofessionals, support staff | Aug 2019 - June 2019 Administration, CBO (Ramapo) partnerships, teacher leaders |
| Alignment of professional learning activities including, but not limited to: restorative practices and circles, adolescent development and trauma, school-wide positive behavior interventions, advisory curriculum review and refinement. | Support staff, paraprofessionals, lunchroom staff | August 2018 - June 2019 Single Shepherd social worker will lead a monthly professional learning during Monday PD on crisis de-escalation and Restorative Justice. |
| Implement “Single Shepherd” guidance for all BEES support staff part of district-wide initiative in Restorative Justice. | All BEES students | 2018-2019 Single Shepherd social worker will provide support and family outreach for all BEES students |
| Implement Positive Behavior Intervention Program (“BEES Bucks”) to support students in making good choices in school and beyond. | All BEES students | Program has been in place since 2013; will continue throughout the school year • Principal provides training, materials and incentives for program  
• Teachers and school aides will distribute incentives as appropriate |

### 3b – Parent and Family Engagement

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2018-19 SCEP-P 27
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

As a D23 school BEES has been assigned a Single Shepherd Social Worker. The Single Shepherd will host 10 parent group + dinner events, monthly throughout the school year. The Shepherd will present the BEES vision, ladder of referral and elements of Supportive Environment during the evening meetings.

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.

Single Shepherd is fully funded centrally for D23 schools.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I 1003(a)</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 February 2019 we will see 50% decrease in OORS reporting of behavioral infractions that have occurred outside of general classroom setting as compared to the same time in the 2017-18 school year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

NYC DOE OORS reports.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
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<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
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</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
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</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

During the 2016-2017 school year BEES was visited by SED Integrated Intervention Team (IIT). The purpose of this review is to provide the school with feedback regarding the practices across the school and to provide a number of actionable recommendations to direct the school’s work in the immediate future.

Recommendation for Tenet 4 The school leader should engage teacher teams in discussions intended to increase the use of clearly stated student-friendly learning targets and develop specific next steps to increase the level of student thinking through ongoing checks for understanding, higher-order thinking questions, and authentic student discussions.

During class visits, the IIT found that instruction was typically teacher-dominated. Teachers introduced the topics, provided lengthy explanations of the skills to be learned, and conducted large group practice with modeling. Teachers typically provided limited opportunities for students to engage in deeper thinking and discussion of concepts and content. In many classes, the review team observed students completing assignments and annotating texts. Students highlighted vocabulary and sections of the text and wrote definitions and comments. The questions that most teachers asked often elicited brief responses from students and teachers typically did not pose follow-up questions to encourage deeper thinking and more complex answers. Classes were orderly and calm; however, teachers rarely encouraged rigorous thinking and intellectual discovery. • Teachers’ instructional practices did not effectively consider all students’ needs by providing multiple opportunities for students to demonstrate their learning. In observed lessons, some students expressed confusion and waited passively for further direction. While teachers grouped or paired students to work together, the IIT saw few instances of students interacting with one another. The IIT observed some students working independently while others had stopped working. Teachers rarely paused to allow for whole group share-outs.
or to check for students' understanding. During discussions with the IIT, students expressed the view that teachers should not expect all students to be at the same level and that teachers should provide more opportunities for students to participate in discussions with one another.

During the 2017-2018 school year BEES was visited by Dr. Miatheresa Pate, Superintendent of CSD 23 multiple times. Feedback given was As a next step, the principal must collaborate with their Teacher’s College partner to ensure that teachers are able to create opportunities for students to access the content and skill to be learned. This can done via professional development and creating an observation and feedback cycle that looks for and examines trends around the practice providing multiple entry points to navigate new learning. Additionally, the principal should build more in-depth context and knowledge around the Five Entry Points to Build Understanding.

Our most recent Quality Review (2014-2015) indicates that "across classrooms, teaching practices reflect an articulated set of beliefs about how students learn best and incorporate strategies that support students in developing work products and engaging in discussions at even levels."

In the 2017 - 2018 NYC School Survey, 100% of teachers indicated that our students built knowledge through content - rich non-fiction.

In the 2017 - 2018 NYC School Survey, over 80% BEES students indicated that they "know what their teacher wants them to learn in class" and "it is clear what I need to do to get a good grade."

An analysis of BEES NYS ELA State Exam Data reveals the following:
Overall Proficiency (Levels 3 and 4) Percentage

2014 - 13.3%
2015 - 5.5%
2016 - 7.3%
2017 - 26%

During the same time period, the percent of students scoring at Level 1 on the NYS ELA Exam was:

2014 - 41.4%
2015 - 63%
2016 - 41.7%
2017 - 30%

These data indicate that student performance in ELA is the priority need for Collaborative Teachers in the 2017-2018 school year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of providing professional development and teacher-led discussions on developing learning targets, conducting checks for understanding, asking higher order thinking questions, and encouraging authentic student led
questioning and discussion to ELA, Social Studies and Science teachers, we will see a 6% increase in students achieving levels 3 and 4 on the NYS ELA exam in June 2019.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| All BEES students | September 2018-June 2019 | - 6 BEES teachers  
- Education specialist via New York Edge (SONYC partner)  
- Tutors via New York Edge |
| ALL BEES students | 4 assessment cycles | - BEES literacy and SPED teachers will administer assessments and develop whole-class, small-group and individual remediation plans based on results  
- ANET personnel provide grading and analysis |
| Selected BEES students will be encouraged to attend based on data | 12 sessions beginning December 2018 | - Principal will coordinate sessions  
- 5 teachers will plan and monitor student progress |
| All BEES students | Summer 2018-Spring 2019 | - All BEES teachers will receive support in developing unit plans, lesson plans and assessments |

**Use after-school small group “Expanded Learning Time” (ELT) periods to provide targeted remediation in ELA skills and strategies.**

**Engage in Data-Driven Instruction (DDI) cycles using assessments provided by The Achievement Network (ANET) with a focus on literacy skills and strategies.**

**Implement “Saturday Academy” tutorials with a focus on test preparation.**

**Develop comprehensive unit plans, lesson plans, formative and summative assessments with the support of the Center for Professional Education of Teachers (CPET) at Teachers College. Plans will focus on including multiple entry points, student led discussion and questions for Students with Disabilities, ELLs, and other at-risk subgroups.**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Stakeholders</th>
<th>Timeline</th>
<th>Steps</th>
</tr>
</thead>
</table>
| Engage in observation of model 7th Grade ELA co teaching ICT classrooms through the Learning Partners Program | All BEES Teachers     | Monthly September 2018 - June 2019 | • Principal will coordinate sessions  
• Personnel from CPET will provide programming |
| Implement scheduled planning periods for all content teachers and special education co-teachers to plan targeted instruction for all students based on assessment data with a focus on students with disabilities supported by personnel from the Center for the Professional Education of Teachers. | All BEES students, with a focus on students with disabilities | 2018-2019 school year | • Principal schedules common planning time and communicates expectations  
• 3 ELA content area teachers and 3 SPED teachers coplan learning experiences  
• CPET personnel guides lesson and unit planning |
Schedule 3 weekly SRP (Strategic Reading Period) periods for small groups for remediation based on DRP and NY ELA State Exam data. All BEES students 3 x per week all year

- Principal includes SRP periods in schedule
- Principal provides data and sorts students into groups
- Teachers use data to plan for individual and small-group lessons for students
- MSQI Coach provides school based professional development on the MSQI framework.
- Two BEES teachers receive training in Wilson Language Instruction and Wilson Just Words.

Teacher teams will be monitored on a weekly basis to ensure teacher growth by encouraging teacher lead meetings and providing support for teachers to develop each other within their teacher teams.

All BEES Teachers Weekly from September to June

- Principal and Model teachers work with teacher teams weekly

UFT Teacher Center provides year long school based coaching and professional development on student led academic discourse and student led questioning.

All BEES teachers. Twice monthly from October through June

UFT Teacher Center through the SIG grant. Supervision of the UFT Teacher Center will be assigned to the school leader.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
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.

Title I SWP funds to support teachers and administration throughout the course of the summer to continue to develop, enhance and modify curricula; including BEES ELA program, our ESL curriculum, launch TCCPET ELA curriculum, and our strategic Reading courses.

SIG Cohort 7 (anticipated) funds will contract with Achievement Network for interim assessments, data driven instruction coaching, protocols and planning, UFT Teacher Center, TC CPET

Title I will also support additional after school and remedial interventions if necessary.

TL Fair Student Funding funds for the BEES ELT period and Saturday Academies.

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

<table>
<thead>
<tr>
<th></th>
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<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td>X</td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

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 February 2019, Achievement Network Interim ELA assessments will indicate a 10% increase in students scoring at Level 3 and 4 in ELA (60% or higher on the ANET assessments correlate to a 3)

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Achievement Network interim assessments in ELA. ELA assessments A1 and A2 to be completed by grades 6, 7, 8

Part 5c. In February 2019, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>[ ]</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>X</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

BEES based on both the NYC School Survey and the School Quality Guide has received high levels of satisfaction and effectiveness around school leadership as well as trust. The principal attempts to incorporate teacher voice into all decisions as well as parent voice whenever possible. The school's needs lie in the fact that about half of our teachers are in the beginning stages of their educational career. Thus, as we move into school year 2018-2019 we want grow the leadership potential of our teachers within all departments. We can do this by sending teachers to professional development series at the district level, at the Field Support Center, and through Learning Partners and MSQI. After our staff attends these professional development sessions, we can have them turnkey the information they learned by facilitating professional development sessions for relevant teachers upon their return. This cycle of teacher development and then teacher led professional development using model teachers as facilitators will nurture the professional growth of teachers and paraprofessionals while keeping the fundamental goal of student learning as our central focus.

The Advance (teacher evaluation) system indicates that on formal and informal observations, teachers scored an average of 2.75 (on a 1-4 scale) for effectively using assessment in instruction. This remains a priority need for the 2017-2018 school year.
## Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of frequent announced and unannounced informal observations of all teachers by school leader, aligned TCCPET coaching with the instructional focus teachers will use higher-order questioning to engage students in authentic discussions, and we will see an increase in the average teacher rating in component 3b from 2.75 to 3.00 by June 2019.
### Part 3a – Action Plan

#### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| Administer and train teachers to interpret the Degree of Reading Power assessment. | All BEES teachers | 3 administrations: September, January, May | • Principal and MSQI coordinator conduct assessment  
• Principal provides training in interpreting scores and communicates expectations in using the data  
• Literacy and content-area teachers use information to provide targeted instruction to at-risk students  
• Principal observes practices in announced and unannounced observations |

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| Engage in Data-Driven Instruction (DDI) cycles using assessments provided by The Achievement Network (ANET) | BEES math, ela, special education teachers. Achievement Network Coach, Principal | 4 administration cycles | • Principal coordinates with ANET to administer and score assessments  
• Principal provides |
training in interpreting results and developing plans for whole class, small group and individual remediation based on assessment results

- Teachers, with support from CEPT, plan and implement instruction based on assessment results
- Principal observes and rates teacher practices in announced and unannounced observations

<table>
<thead>
<tr>
<th>Develop comprehensive unit plans, lesson plans, formative and summative assessments with the support of the Center for Professional Education of Teachers (CPET) at Teachers College</th>
<th>All BEES teachers</th>
<th>Summer PD Planning in August 2018, then weekly meetings</th>
</tr>
</thead>
</table>
| - Principal coordinates with CPET to set up sessions with teachers to develop assessments as part of lesson and unit plans
- Teachers, with the support of CPET coaches, develop formative and summative assessments and use the data to plan further |
<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Participants</th>
<th>Timeline</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in observation of model classrooms through the Learning Partners Program - LAMS and SOFBROOKLYN</td>
<td>LPP model teachers, principal, classroom teachers</td>
<td>Monthly from September 2018 through June 2019</td>
<td>• Principal coordinates classroom visits with learning partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teachers observe best practices of assessment and use in their classrooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Principal observes and rates teacher practices in announced and unannounced observations</td>
</tr>
<tr>
<td>Schedule strategic observation-feedback cycles (using Advance) for all teachers with a focus on novice teachers</td>
<td>All BEES classroom teachers</td>
<td>Monthly October through May</td>
<td>• Principal strategically schedules announced and unannounced observations of classrooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Principal provides targeted feedback and opportunity to plan and practice feedback suggestions, with a focus on assessment strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Principal observes and rates teacher practices in announced and unannounced observations</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

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.

Title I SWP funds to support teachers and administration throughout the course of the summer to continue to develop, enhance and modify curricula; including BEES ELA program, our ESL curriculum, launch Go Math, and our strategic Reading courses.

SIG Cohort 7 (anticipated) funds will contract with Achievement Network for interim assessments, data driven instruction coaching, protocols and planning.

Title I will also support additional after school and remedial interventions if necessary.

Priority funds for the BEES WIN period and Saturday Academies.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td></td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td>X</td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>1003(a)</td>
<td>Title III</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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 2019, teachers will have an rating average of 2.90 in component 3b, questioning and discussion, in the Advance system.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Framework for teaching section 3B, as measured by the Advance system.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td></td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

During the 2016-2017 school year BEES was visited by SED Integrated Intervention Team (IIT). The purpose of this review is to provide the school with feedback regarding the practices across the school and to provide a number of actionable recommendations to direct the school’s work in the immediate future.

Recommendation for Tenet 6 – Family and Community Engagement: The school leader should expand the existing Community Circle events to include students’ families in order to strengthen family-school partnerships and increase family engagement.

Based on our School Quality Guide, parent engagement was one of our lowest indicators. Outside of parent teacher night which is highly attended, we struggle to get parents actively engaged in the school and our activities. Based on our NYC School surveys, most families feel welcomed and are invited to events, however consistent turnout is low.

Our priority need that will be addressed in the 2018-19 school year is the continued C growth in our BEES PTA and SLT as levers for increased individual parent participation rates in workshops and parent teacher conferences.

Part 2 – Annual Goal

2018-19 SCEP-P
Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, parent attendance at monthly meetings and high quality workshops will increase 20% on average through greater collaboration with our partnerships including, but not limited, to New York Edge, Creative Connections, ANET, Single Shepherd and College Access for All.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-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).</td>
<td>Teacher teams</td>
<td>September-June</td>
<td>Administration, teacher leaders</td>
</tr>
<tr>
<td>Family engagement team will be in place in the fall, headed by our Single Shepherd and Guidance to schedule monthly activities. Main office team will also distribute the monthly calendar well in advance of each month so families can plan.</td>
<td>All staff</td>
<td>August 2018-June 2019</td>
<td>Principal, school secretary, CBO partnerships</td>
</tr>
<tr>
<td>All teachers, guidance and administrative staff will be constantly monitoring student profiles on Pupil Path.</td>
<td>All BEES homeroom teachers</td>
<td>September 2018, weekly through June 2019</td>
<td>• Principal strategically assigns teaching staff to advise students • Teachers use parent engagement and preparation time to reach out to all parents of their advisees at least weekly via phone, email or text</td>
</tr>
<tr>
<td>Assign advisors to communicate at least weekly with all families and get commitments to attend school-sponsored events</td>
<td>All BEES parents and guardians</td>
<td>August 2018-June 2019 with bi-monthly check ins.</td>
<td>Principal, SLT, BEES PTA, Single Shepherd, Guidance Counselor</td>
</tr>
<tr>
<td>Parent outreach by our Single Shepherd and BEES PTA through: • providing communications in languages representative of our school community. • use social media to communicate with parents via our school website <a href="http://www.brooklynbees.org">www.brooklynbees.org</a> and the Remind app to reach parents via phone.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• establishing an easy system for teachers to regularly report student achievements via PupilPath.

• distributing calendars so parents can record and are notified of upcoming events, assignments, and dates to check with teachers on their children’s progress via Pupil Path and our school website.

• providing training for school personnel on meaningful communication and collaboration with families via workshops after school and on Saturdays.

| Utilize the Single Shepherd program to partner with families of students in crisis on an as-needed basis | BEES students with a demonstrated need | Monthly from August 2018 through June 2019 | Single Shepherd social worker partners with families of students in crisis to support student |
| Direct Single Shepherd Social Worker to conduct bi weekly home visits to identified families. | BEES families with low engagement | 2 x per month beginning September 2018 | Single Shepherd social worker partners with families of students in crisis to support student |

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Single Shepherd, New York Edge

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.

1. Weekly meetings of Parent Engagement team Single Shepherd and Guidance

2. Per session will be utilized to pay for meetings provided on and off-site after school hours by the DOE.

3. TL funds for new school website and PupilPath.

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 | || P/F Set-aside | || 21st Century | || C4E |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| || Title I 1003(a) | || Title III | || PTA Funded | || SIG Grant | || School Achievement Funding | || 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 Feb 2019 50% of BEES families will have attended at least two "school events".

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

| We will use attendance sign in sheets to calculate attendance for BEES families. |

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

In December 2017 Brooklyn Environmental Exploration School was designated "in good standing" by NYSED. However, we will continue our ELT program in the 2018-2019 school year in order to foster a culture of continuous improvement. By June 2019 the ELT attendance rate will be at least 60%.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory? | X | Voluntary | || Compulsory

If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

Several specific moves were undertaken to ensure greater than 0% participation in the BEES ELT program.

1. Principal outreach to identified families during the summer (letter in mail, phone call, email)
2. BEES ELT is a partnership between the school and CBO New York Edge / SASF.
3. Participation in the BEES ELT program is required for participation in the New York Edge after school program.
4. Phone calls are made daily to homes of students who do not attend program.
5. Expanded academic course offerings including Algebra for 6th and 7th grade students.
6. Maximum of 10:1 student to staff ratio for academic period.
7. Expanded enrichment activities in STEAM.
8. Weekend enrichment activities "Winter Clubs"

Part 3 – ELT Program Description

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.

Describe how the school will meet the following SED requirements for an ELT program in a Priority School:
- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
• Engage in outreach activities made to families.

The BEES ELT period will address all elements of the SED requirements by partnering with New York Edge/(SASF).

In December 2017 Brooklyn Environmental Exploration School was designated "in good standing" by NYSED. However, we will continue our ELT program in the 2018-2019 school year in order to foster a culture of continuous improvement. By June 2019 the ELT attendance rate will be at least 60%.

The school and SASF will continue to meet the SED requirements for the ELT program in a Priority School, however in December 2017 BEES was designated in "good standing". We will continue to meet the requirements in the following ways:

• Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
  o The school will partner with New York Edge for three hours per day of after school academics, enrichment and skill development through their "Champions Club" program.
• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation
  o The ELT period will begin each day with academic support and small group tutoring periods for identified students. In addition, select students will participate in an advanced course of Algebra. Finally, New York Edge allows students to create their own enrichment schedule of courses for their week of after school programming.
• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
  o The New York Edge program has opportunities for students to participate in dance, visual art and music each day after school.
• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
  o All academic periods will be taught by teachers from the school with a New York Edge tutor as classroom assistant. In addition, New York Edge must hire an educational specialist who is a licensed k - 12 special education teacher.
• Engage in outreach activities made to families.
  o All families are contacted daily regarding their child's attendance and participation in the program.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?
1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.
BEES will add a ELT "What I Need" hour to the regular school day. All students will attend a 9th period class which will serve as a bridge between our after school Community Based Organization (Sports and Arts in Schools Foundation) and the school. A balanced curriculum will be co-taught by BEES teachers and SASF tutors. In addition, BEES will add 12 x 5 hour Saturday Academies for direct preparation for the 2018 New York State ELA and Math exams.

The key personnel who will oversee the ELT program are: Principal, 9th Period Coordinator (model teacher) and the SASF Site Director.

The joint CBO/school partnership will work as follows:

School will pay for curriculum development, materials and teachers using Title I Priority Funds

CBO will pay for 1 tutor per classroom to support remediation for the 9th period class

Principal and CBO Site director will meet weekly to monitor program progress

<table>
<thead>
<tr>
<th>Part 4b. Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection of Year 2 ELT / SASF Meeting June 8, 2018</td>
</tr>
<tr>
<td>Kick Off Meeting June 2018</td>
</tr>
<tr>
<td>Planning Meetings July and August 2018</td>
</tr>
<tr>
<td>Program Runs September 2018 - June 2019</td>
</tr>
<tr>
<td>First Day of Program 9/12/2018</td>
</tr>
<tr>
<td>Last Day of Program 6/26/2019</td>
</tr>
</tbody>
</table>

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

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- School will use Title I Priority / Focus funds to pay teachers for ELT academic hours.

- School will use SIG 7 + TL FSF funds to pay for planning time and coaches from Teachers College for the ELT teacher team.

- SASF will pay tutors and educational specialist.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*
Part 6 – ELT Progress Monitoring

**Part 6a.** 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 2019 the ELT program will have an average attendance rate of 60%.

**Part 6b.** Indicate the instrument of measure that is used to assess progress.  

DYCD Official "Rate of Participation" reports.

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 7: 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)               | MSQIDRPScore  
NY State ELAScore                                                                 | Strategic reading                                                              | Small group                                                                    | School day, afterschool  
SRP8th Period  
ELT 9th Period                                                                 |
| Mathematics                               | NYS Math scores, portfolio performance                                              | Numeracy intervention                                                          | Small group                                                                    | School day, afterschool  
SRP8th Period  
ELT 9th Period                                                                 |
| Science                                   | Literacy and math data, internal assessment data                                   | Pre-teaching, nonfiction reading support, supplemental materials and labs       | Small group                                                                    | School day  
SRP8th Period                                                                 |
| Social Studies                            | Literacy data, internal assessment data                                            | Non-fiction reading support, supplemental content support (video, higher levels of text differentiation, pre-teaching) and writing support | Small group                                                                    | School day                                                                 |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Observational and anecdotal data from teacher teams provided to PPT for review and referral | Counseling services provided by guidance counselor and social workers           | Small group and one-to-one counseling                                            | School day  
After School |
**Section 8: Support for Students in Temporary Housing (STH)**

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISet AsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Currently we have 16 Students in Temporary Housing. This number is approximately 15% of our population.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>We provide services to our STH population. We provide at least five full uniform sets for each child and provide more uniforms as the need arises throughout the year. We also ensure that all STH have full access to field trips, class activities, and senior events by allocating our funds for their participation. We also purchase backpacks with supplies and age appropriate books in the backpacks so that students are fully able to participate in school and read at home. Through the Single Shepherd program the school has a social worker who will provide social emotional supports to all STH students and connect families to area resources. Additionally, metrocards are provided for STH students to attend all extra curricular programs and Saturday Academies. Finally, we ensure that students have access to our school food program, know the community resources available to them. BEES has partners with SONYC and New York Edge to provide after school programming five days per week. This program features a hot dinner served daily. As a District 23 school, we have a Single Shepherd social worker on staff who supports a cohort of students from 6th grade to college. In addition to her college readiness curriculum, the social worker focuses specifically on our STH population making weekly outreach, bi weekly home visits and walking students to and from school.</td>
</tr>
<tr>
<td>Part B: FOR NON-TITLE I SCHOOLS</td>
<td>N/A</td>
</tr>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 9: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Schoolwide Program (SWP)</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

The school has several streams of professional development happening throughout the year. In terms of teachers, we will be expanding the role of our model teacher to mentor new staff. Additionally, our professional development calendar is teacher created and driven through a self-assessment of need.

For leadership, we will continue our own professional development by going on participating in the Learning Partners Program, MSQI, Showcase School visits, partaking in district leadership conferences, attending professional development alongside our teachers and using our district to connect with other principals to gain ideas and insights to improve our own school.

Paraprofessionals and other staff will attend professional development opportunities directed school leadership including teacher leaders. This professional development will seek to enhance the instruction that is happening in the classroom with regards to paraprofessionals.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

N/A

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.

Teachers are integrally involved in developing and selecting performance tasks that measure student achievement within each unit of study. These tasks are CCLS aligned and promote critical thinking as well as requiring students to use their higher order thinking skills. Teachers develop these tasks in common planning time and during teacher team meetings. We also provide professional development around assessments and the use of data to drive instructional decisions.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$80, 283</td>
<td>X</td>
<td>5B, 5D, 5E</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>5B</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>Program</td>
<td>Type</td>
<td>Total Funds</td>
<td>Indicators</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>x</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>x</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>x</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,253,338</td>
<td></td>
<td>5A, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **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, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 10: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

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. Brooklyn Environmental Exploration School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

### Support for Parents and Family Members of Title I Students

BEES 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;

### Parental Involvement and School Quality

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 (or Parent-Teacher Association), as well as parent members of the School Leadership
Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for
additional input. To increase and improve parent involvement and school quality, 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 Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families.
The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the
parents of children who attend the school and will work to ensure that the school environment is welcoming and
inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents
each month and file a report with the central office.;

• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability,
grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and
technology training to build parents’ capacity to help their children at home;

• provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State
accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review
Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1\textsuperscript{st} 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 Every Student Succeeds Act (ESSA);

● 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;

---

**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

School-Parent Compact (SPC)

**Brooklyn Environmental Exploration School (BEES)**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.

I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with Common Core 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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

---

**I. School Responsibilities: Providing Parents Reasonable Access to Staff**

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;

---

**I. School Responsibilities: Providing General Support to Parents**

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 with 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 Title I requirement for the Every Student Succeeds Act (ESSA) 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 to learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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.
**Division of English Language Learners and Student Support**

**Grades K-12 Language Allocation Policy Submission Form**

**2017-18 and 2018-19 School Year**

**DIRECTIONS:** This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Brooklyn</td>
<td>664</td>
</tr>
</tbody>
</table>

**School Name**

Brooklyn Environmental Exploration 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Garber</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Nyemah Gore</td>
<td>Tiffany Pierre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>ENL teachers currently teaching in the ENL program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amelia Anderson/Sp Ed</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shobha Narine/Math</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanessa Garay</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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**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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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<tr>
<td>1</td>
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<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
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**D. Student Demographics**

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>6</td>
<td>6.52%</td>
</tr>
</tbody>
</table>
**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE) **Yes**  
  If yes, indicate language(s):
- Dual language program (DL) **No**  
  If yes, indicate language(s):
- Freestanding ENL **Yes**

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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**Part III: Assessment Analysis**

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

1. **What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?**
   
   We use the teacher created assessments and student work to evaluate student reading levels and comprehension ability. This data will drive differentiated instruction for our ELLs, as well as determine guided/independent reading levels. The early data shows a need for explicit vocabulary instruction. This has led to a focus in our planning for ELLS and SWD.

2. **What structures do you have in place to support this effort?**
   
   We host bi-weekly "Child Study Team" sessions with the Special Ed / ENL / Related service personnel. We have the progress of the ENL students on the calendar for the second week of each month.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**
To evaluate the success of our program for ELLs, we will closely monitor progress for all students. To ensure that we are meeting AYP for ELLs, we will:
- Track students DRP, ANET, Periodic Assessments level.
- Use various assessments to determine levels in listening, reading, writing and speaking.
- Use data from Imagine Learning for identifying student growth.
- NYSITELL and NYSELAT scores, patterns

4. What structures do you have in place to address interventions once the summative data has been gathered?
   We host bi-weekly "Child Study Team" sessions with the Special Ed / ENL / Related service personnel. We have the progress of the ENL students on the calendar for the second week of each month.

5. How does your school use 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.]
   Using the Standard Treatment Protocol, we will use the data received from (**F&P,**) SOLOM, NYSESLAT/NYSITELL and regular assessments to determine if our ENLs are in need of intervention to increase their overall English proficiency.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   The data reveals different areas of student success, and also areas in need of improvement. We have 1 student at a Beginner level, 2 at intermediate, and 1 at advanced. It allows for creation of subgroups of students for targeted, specific programs to help students have successful academic outcomes.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   We host bi-weekly "Child Study Team" sessions with the Special Ed / ENL / Related service personnel. We have the progress of the ENL students on the calendar for the second week of each month.

---

### Part IV: ELL Programming

#### 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.
      We deliver services through pushing in AND pulling out students. Integrated ENL will be delivered by co-teaching by our enl teacher and a certified content area teacher. Our ENL educator works closely with the classroom teacher to develop the most effective plan for students while pushing in and pulling groups. Depending on needs of students, groups are formed and may be flexible throughout the year, especially as students grow academically and in their proficiency.
   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)?
Our ESL pedagogue creates a schoolwide ENL schedule to ensure all ENL students are serviced most appropriately and effectively. Schedule is designed for each student considering levels, related services, lunch period, times of core subjects scheduled, and times of related services. The new CR154-2 chart is also used to ensure each level is receiving the appropriate number of minutes. I.e: Entering students will receive the same 360 minutes, however 180 minutes will be stand alone ENL, and 180 minutes will be integrated ENL.

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.

   In our ENL program, the ENL and classroom teacher work together to deliver core content with learning objectives and simultaneously incorporate a language objective to further build English language proficiency. Based on the assessment of students academic needs, this may be delivered to the entire class, push in or pull out while developed in small group instruction.

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

   For our newcomers, we regularly give assessments in the students home language. Many of these students have the language proficiency of a beginner, but have the academic skills and knowledge for grade level math, social studies and more. Later we assess with home language book reports, conversations, and other assessments.

5. 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. Currently, we do not have any SIFE students. However, an individualized instructional plan for future SIFE students will receive the mandated amount of ESL instructional minutes as per CR Part 154, according to proficiency level. Their instruction will be differentiated based on their specific knowledge and needs. Additionally a blended learning model using Reading A-Z, Rosetta Stone and i-Ready will be put into place in case we enroll any students who are SIFE.
B. Newcomer students are often serviced in small groups with children from mixed level groups until they have acquired basic inter-communication skills (BICS). Using the SOLOM measuring tool, newcomers are frequently informally assessed in their speaking and listening skill in order to begin instruction to improve their BICS and later CALPS. Newcomers also often need to build foundational knowledge in phonics.
C. Developing students instruction is driven by various assessments to determine and build upon student levels. Students are given language objectives through content area learning.
D. Long Term ELLs are given assessments to determine which specific areas of english language the student needs to develop. By targeting the areas they need assistance in, we can help these students reach proficiency.
E. ENL teacher works with classroom teacher to identify english proficiency skills of these students which may still need intervention

More specifically all ELL students follow an ICT program. Their classrooms have at least 1 content teacher, 1 Sped Teacher, 1 paraprofessional in addition to services being provided in ESL. The ICT classes follow the SIOP model for all students in the class as a means to enhance vocabulary and provide support for ENL students.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

   We currently have ELL-SWDs in Integrated Collaborative Teaching (ICT) classrooms. All students are serviced by an ESL teacher using the push-in and pull-out approach. Universal Design for Learning (UDL) principals will serve as a guide to provide access to academic content areas and accelerate English Language Development. This method will give each student
meaningful access to the curriculum by assuring access to the environment as well as multiple means of representation, expression, and engagement.

The following principles should support English language Development for ELL-SWDS:
1. inclusiveness - a classroom climate that communicates respect
2. physical space - equipment, resources and materials provide access for participation, a little physical effort in obtaining
3. delivery methods - content is delivered and presented in multiple modes
4. information access - use of captions videos, accessible electronic formats and printed work
5. interaction - accessible to everyone, use of multiple ways for students to participate
6. feedback - effective prompting during activity and constructive comments for all student work completed
7. demonstration of knowledge - provisions for multiple ways to demonstrate student work: group work, portfolios, demonstrations, and presentations.

7. How 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?
We use flexibility for our ELL-SWDS. Students may attend lessons in other classrooms in some subject areas, as well as receive support in small groups to progress to proficiency. This flexibility gives our students the individualized and differentiated support they need.

8. 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.
Based on the students needs, various interventions are provided to best accommodate these learners. For students that need to develop and strengthen phonics skills, they will receive support in Foundations. For students that need to grow in comprehension, lessons will be targeted accordingly. For students that need support in math, instruction will be provided to target academic math vocabulary.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
With more flexible programming and specific targeted instruction for next year, we will assist our students reach their academic goals. We feel a move to a flexible schedule, across grades will ease scheduling issues with the shared ESL teacher.

10. If you had a bilingual program, what was the reason you closed it?
There will be no discontinuation of any programs or services next year.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs including after school and supplemental services. Any before or after school programs, as well as other programs will be available to ELLs. Notification will be sent home in the families preferred language to inform about such programs. After school programming is through DYCD and led by a site director. Under the direction of the principal the DYCD site director issues notifications in parents preferred home language and provides ENL students seats in the after school program.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
23k664 Go Math, and Ready Gen. Based on students needs, different materials are used.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In our ENL model, students are offered assessments on a classroom level and state level in their home language. In our ENL model, we assess listening skills with note taking, revise previous written pieces, assign book reports in L1, and more.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Each of our classrooms with ELLs are equipped with age appropriate grade level books and resources. For classrooms in need of appropriate books, we supply them. For our beginner 6th grader, we are not using big books, but are presented with information in a more age appropriate and grade level appropriate format.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

23k664 Go Math, and Ready Gen. Based on students needs, different materials are used.

16. 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).

In order to help ELLs and their families become acclimated to our school, these new students are given an orientation and a tour of our school. If possible, they will meet their new teacher before the year begins (or before their 1st day for enrollment mid year)

Penny Lewis (Parent Coordinator) supports families who enroll before the school year begins with tours, information and translation services.

Olga Beylis - ESL Teacher has a "Welcome Night" for ESL families in September.

Tiffany Pierre - School Counselor supports families throughout the year with all issues.

17. What language electives are offered to ELLs?

We do not currently offer any language electives at 23k664

18. 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

---

**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 and non-pedagogic staff.) 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?

ELL personnel at 23k664 attend the congruent PD as general staff in addition to targeted training in NYSESLAT, ELL content and/or updates, NYSITELL, compliance, LAP/LTI and more. Classroom teachers that work with ELLs will be provided with PD to improve their practices for ELLs.

Brooklyn North PD series for ELL Instructors

Monday PD Calendar for K664

ELL teachers receive equal support as classroom teachers as they engage in the CCLS. When targeted training and support are offered, our ELL teachers will attend to further improve practices as they progress and/or change.

2. 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.

We support our ELL teachers by examining what our students need to move up to their next school, and helping our teachers provide this to students.
Our ENL teacher will attend various PD to reach the required number of hours. Through PWeekly and email blasts, we will be kept aware of PD opportunities. Our school secretary keeps records of PD attended inside and outside the building. Sign in sheets are kept on file on Room 300A.

Monday K664 PD series once per month focuses on ELL and students with disabilities

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?

Annual individual meetings are scheduled with families/parents of ELLs through the ENL teacher and parent coordinator. Students program goals, language development progress, assessment results, and language needs are reviewed and discussed. English-Spanish translation is completed by a bilingual BEES staff member (Mr. Sibilia), Arabic translation is not required as the two Arabic speaking families speak and understand English.

1. ESL Goals
2. Using Engrade & i-Ready
3. Prep for NYSESLAT
4. Student Goal Setting
5. Home Connection

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

FOR NUMBER 2 ABOVE---- Written records are kept to keep track of attempts to have annual individual meetings as well as records of the meetings themselves. These records are stored in the ESL classroom by Olga Beylis.

3. Parental involvement is encouraged to ALL our families, including families of ELLs. School and after-school events are open to all, and families of ELLs are sent a translated invite or flier informing them of the event(s). For example, we have various events showcasing our students work throughout the year. We send a notice to parents in their home language. We also encourage them in our initial registration and meetings to be a part of the school community, and to attend these events.

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.

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Craig Garber, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Garber</td>
<td>Principal</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td></td>
<td>Assistant Principal</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>N/A</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Olga Beylis</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Gabrielle Beckford</td>
<td>Parent</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Amelia Anderson/Special Ed</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Shobha Narine/Math</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>N/a</td>
</tr>
<tr>
<td>Tiffany Pierre</td>
<td>School Counselor</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Miatheresa Pate</td>
<td>Superintendent</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Vanessa Garay</td>
<td>Other Social Worker</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
DBN: 23k664  School Name: Brooklyn Environmental Exploration  Superintendent: Mauriciere de G

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*) Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   The ATS and registration enrollment data for our ELLs shows our population prefers their oral and written communication in English. This is primarily indicated on the HLIS form, and again on the language preference questionnaire. We have created a form which we update monthly with the languages that our parents speak, organized by grade and ATS official class.

   Additionally, we use data from student blue cards and our welcome parent surveys to inform our needs assessment.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
Our ENL population consists of 4 families with an L1 of Spanish, and 1 family with a home language of French. All families chose for their information to be delivered in English (oral and written).

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly calendar</td>
<td>May, June, July</td>
<td></td>
</tr>
<tr>
<td>Monthly &quot;What's the Buzz?&quot;</td>
<td>May, June, July</td>
<td></td>
</tr>
<tr>
<td>Cell Phone Policy</td>
<td>May, June, July</td>
<td></td>
</tr>
</tbody>
</table>
We currently translate these notices into Spanish and Arabic.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night 9-16-2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Nov 2015, March 2016, May 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WE have contracted with THE BIG WORD to provide on site translation for these events</td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

Our school has the Welcome Poster easily accessible in our entranceway to the school. This poster informs families that we can assist them in their native language. The language ID card is available in the main office. We also have the Translation and Interpretation Unit informational brochures available for parents and families to explain the service available, and how to access it. The parents bill of rights is given to parents at the time they come in regarding registration. It is provided in their home language, via the DOE website, at http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Using the translation services, we will ask the parents when available describe the availability and quality of the service. As we are small we can discuss the quality of our programming with all families who are in this category using a parent survey.