



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BROOKLYN ENVIRONMENTAL EXPLORATION SCHOOL (BEES)
DBN (i.e. 01M001): 23K664
Principal: CRAIG GARBER
Principal Email: CGARBER@SCHOOLS.NYC.GOV
Superintendent: MAURICIERE DE GOVIA
Network Leader: KATHY PELLER

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Craig Garber	*Principal or Designee	
Amelia Anderson	*UFT Chapter Leader or Designee	
Andrea Carter	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kurt Eulau	Member/ Teacher	
Lauren Barth	Member/ Teacher	
Christine Szudzik	Member/ Teacher	
Wanda Daniels	Member/ Parent	
Nadata Skeete	Member/ Parent	
Etheline Taylor	Member/ Parent	
Widdy Augustin	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 all teachers will be provided with ongoing professional development to support literacy instruction across curriculum with CCLS literacy standards with a focus on constructing argument.

Comprehensive Needs Assessment

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

Since this is our first year open, and our initial data sets are limited, we examined the item-analysis and scores on state exams for the incoming sixth graders, as well as initial and ongoing baseline, formative, and summative assessments in all classrooms, particularly in ELA and Literacy scores.

Of our 52 incoming 6th graders, 58% (30 students) were assessed at a Level 1 on the 2012-2013 NYS ELA exam, 27% (14 students) at Level 2, 13% (7 students) at Level 3, and 0 students scoring at a Level 4. This means that 85% of students entering BEES are working below grade level in literacy and the related foundational skills in all content areas. Our initial literacy assessments, including the Fountas and Pinell Running Records indicate that a majority of our students need remediation in all areas of literacy in order to meet the grade level standards of the CCLS and the 3-8 NYS ELA Exam.

Instructional Strategies/Activities

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

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

1. Summer professional development in unit design to include literacy strategies and the principals of UDL to address the needs of all students across content areas, including using units from Scholastic Code X, the Core Curriculum ELA program.
2. Common planning time for literacy teams content areas.
3. The school schedule includes 10 periods of English Language Arts per week, plus a blended literacy period using Study Sync, plus an English Enrichment / Independent Reading period for a total of 12 periods of dedicated literacy instruction.
4. Frequent mini-observations of teachers, as aligned with Advance, by administration with a lens on literacy instruction and supporting student skill development
5. BEES Weekly Tutorial extends literacy instruction after school by 90 minutes each day using Study Island, a web based CCSS aligned blended learning program.

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

1. Principal will support teacher evaluation, coordination of professional development, and teacher feedback to align to literacy and curricular needs.
2. Professional development services provided by Principal as needed and ongoing.
3. Principal develops and shares resources to support literacy during Advisory block through the Book of the Month literature study.
4. Principal will create a school schedule which will includes 10 periods of English Language Arts per week, plus a blended literacy period using Study Sync, plus an English Enrichment / Independent Reading period for a total of 12 periods of dedicated literacy instruction
5. Principal will conduct all observations of teachers aligned with Advance.
6. Principal will coordinate BEES Weekly Tutorial.

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

1. The F&P Running Records will be used to assess student growth in reading at a minimum of 3 times a year.
2. Monthly portfolio pieces in ELA will measure student growth in argument writing at a minimum of 3 times a year, with at least one writing assignment from Science or Research as a school-wide benchmark
3. Study Island benchmark and weekly progress monitoring will evaluate effectiveness of BEES Weekly Tutorial.

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

1. Baseline assessments of F & P Running Records completed by October 16, 2013, second round to be completed by January 31, 2014, and final round to be completed by June 13, 2014
2. Baseline Assessment of argument writing to be completed as initial diagnostic of student skills in September. Monthly ELA portfolio pieces will serve as comparison to baseline with a total of 10 writing pieces to be completed by June 2014.
3. Staff development and calendar days are spread across the school year and modified to fit the needs of teachers based on teacher observations and planning

- meetings beginning in August 2013 and finishing in June 2014.
- Weekly mini-observations, as aligned with Advance, to support teacher development, including weekly meetings between teachers and administration to focus on implementing instructional feedback and planning.
 - BEES Weekly Tutorial will begin October 2013 and will finish in May 2014.

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

- One ELA teacher and one ELA special education co-teacher.
- Adoption & implementation of Scholastic Code X as a foundation for reading program.
- School program includes daily Humanities block, daily academic coaching block where students are independently reading for 30-40 minutes, research block that meets 3 times a week to support non-fiction literacy skills, as well as arts electives in music and film to support digital literacy
- Technology purchased to support literacy across content areas, classroom libraries ordered to support students at a range of reading levels
- Study Island accounts purchased for students who enroll in BEES Weekly Tutorial which allows for blended learning, AIS, individual progress monitoring.

Strategies to Increase Parental Involvement

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

Strategies to include parents in this process are: 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; utilizing our Parent Coordinator to further parent outreach around student growth and needs; parent-staff conferences to discuss and turnkey strategies to support student literacy at home; regular communication home to parents/families about student growth and progress (i.e., report cards, monthly progress reports, teacher phone calls home; newsletter updates around curriculum and important workshops/dates, etc.).

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

RTTT funds used for teacher per session to score and analyze intermim assessments. RTTT funds used to purchase technology (laptops and ipads) in order to administer assessments and to support digital literacy in the humanities and across content areas. RTTT funds used to create BEES Weekly Tutorial After School Intervention program in ELA.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 all teachers will use EngradePro as a data platform for gradebooks, to post assignments, to record advisory notes and to log assessment data.

Comprehensive Needs Assessment

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

In our opening year it is important to develop transparent communication systems so that all stakeholders can support students' academic growth. Through the use of EngradePro all teachers, students, families, and administrators can monitor student progress throughout the semester, as well as use Engrade's resources to analyze student achievement data, monitor family communications, and build relationships between school and outside stakeholders.

Instructional Strategies/Activities

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

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

- Summer professional development on the EngradePro system.
- Monthly grade team meeting to review Engrade data, in particular around students who are in need of extra support or intervention
- Weekly grade team meeting, led by student advisors to include all academic information about the student based on EngradePro data.
- Parent-Teacher conferences led by advisors based on information presented in EngradePro.
- Quarterly Leadership meetings to assess effectiveness of initiative and plan professional development as needed.

6. Monthly EngradePro printout of progress reports shared with students.
7. Monthly EngradePro printout of progress reports shared with parents
B. Key personnel and other resources used to implement each strategy/activity
1. Principal will provide professional development on Engrade Pro during summer training.
2. Principal will lead monthly Monday grade team meetings in which Engrade data is reviewed.
3. Teachers will meet weekly to a discuss student progress based on Engrade data.
4. Teachers will meet with parents a minimum of 3 times to share progress data.
5. Each quarter the principal will look at usage data from Engrade to assess effectiveness.
6. Each month the principal will print, analyze and mail home Engrade progress reports for all students.
7. Each month the advisor will print, analyze and share Engrade progress reports with each student in their advisory class.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. All teachers will update Engrade data at least two times a month.
2. All teachers will post homework assignments on Engrade
3. All students will log in to Engrade
4. 70% of families will log in to Engrade (allotting for families that may not have access to the Internet)
5. 100% of families will receive Engrade progress reports in the mail (unless they opt to go paperless)
D. Timeline for implementation and completion including start and end dates
1. August-September 2013, initial staff training from Principal staff
2. November 15, 2013 First progress reports distributed (progress reports to include first quarter grades from each class, and assignment details)
3. November 19 and 20, 2013 first parent-teacher conferences held, any outstanding families logged in to Engrade
4. By January 31, all first semester assessment data will be entered into Engrade
5. January 31, 2014 First semester closes and report cards distributed
6. January 7-9, at risk of failure conferences held
7. My March 31, 2014 Second round assessment data entered
8. April 4, 2014 Progress Reports handed out
9. Week of April 7, 2014 parent-teacher conferences
10. May 29, 2014 end of final semester, final assessment data entered
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Year long schedule allots for two team meetings, one for administrative PD, including Engrade trainings as necessary
2. Year long professional development support provided by Engrade as a part of contract

Strategies to Increase Parental Involvement

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

Strategies to increase parental involvement may include: family workshops on Engrade, outreach to support initial log ins, parent-teacher conference support, utilizing Parent Coordinator and social work office to connect families, providing computer access hours for families, etc

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.								
TL funds used to pay for EngradePro, RTTT funds used to fund parent EngradePro workshops, RTTT funds used to support data practices, TL funds used for postage for mailing of progress reports								

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014 BEES will promote community building and support student development and growth by launching a comprehensive advisory program, host six parent workshops, host four open school nights and integrate our PTA into the life of BEES by providing consistent and frequent communication between school and parents, guardians and families.

Comprehensive Needs Assessment

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

Scholarship and research indicate that parent involvement in the school community and a student's educative process correlates directly with student success and achievement. Parent involvement assist school-based staff to support student socio-emotional growth, strengthens communication between school and home, integrates a diverse set of mature resources into a child's developmental process, and increases the consistency and structure of support and expectations for student success in all arenas of his/her daily life.

Scholarship and research equally indicate the importance of developing student's academic habits and character skills so that students are able to become independent and self-directed learners. In order to support and develop these skills active participation in small group and individual settings, through Advisory and Academic Coaching create structures and supports that students need throughout the transition from 5th grade to middle school, and support the coherence and development of our community as the school grows

Instructional Strategies/Activities

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

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

1. BEES will hold a series of parent workshops/support groups, facilitated by Principal, the Guidance department and Ramapo for Children, around strategies to support student socio-emotional and academic growth ; open school nights and parent engagement events including the Fall Pot Luck Dinner, the Winter Breakfast and Spring Showcase, family Science trips through Urban Advantage will be held as a whole school community, including the Parent Association, to begin the integration of families into the life of the school, and to build community and STING characteristics.
2. Engrade, a school-wide information sharing system, provides each parent with their own access codes and access to contact all staff directly regarding student progress and achievement. This program also provides families with full access to student report cards, key assignments, and other artifacts of learning.
3. Weekly team meetings are programmed into the yearlong schedule to discuss students and develop strategies to implement across classes to support student's social emotional and academic development. Action plans are documented, shared, and then used by advisors to plan coaching sessions.
4. Ramapo for Children will provide yearlong professional development and teacher coaching on social and emotion development of children by working with teachers on twelve school days, plus a six hour long professional development day on Election Day.
5. Ramapo for Children will work with parents and families on managing the social and emotional development of their children through a series of parent workshops.

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

1. Parent workshops will be facilitated by different members of the school community. Principal will host the Engrade, open school nights, Pot luck, Winter Breakfast. Parent Coodinator will facilitate the Urban Advantage family science weekends. Ramapo for Children will host a social emotional development of teens workshop. Teachers will host 1 workshop each in their content area.
2. Principal will host Engrade workshops and provide Engrade data to families.
3. Principal facilitates weekly team meeting.
4. Ramapo for Children's Ethan Kerr will provide year long professional development and coaching.
5. Ramapo for Chidren's Ethan Kerry will work with parents on managing the social and emotional development of teens.

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

1. Attendance will be taken at all school culture events and tracked for participation.
2. Engrade parent and student usage data will be used to track impact.
3. Team meeting participation and student progress will be used to track effectiveness.
4. Ramapo coaching notes will be used to evaluate teacher and coach progress.
5. Parent participation and feedback survey used to evaluate workshop.

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

1. Summer professional development on advisory, and building community and culture (Aug 2013)
2. Summer parent meetings arranged for as many parents as could attend, as well as a kick-off event to welcome students to BEES (Breakfast and team building

activities)

3. Fall Pot Luck 11/15/2013, Winter Breakfast 2/14/2014, Spring Showcase on 5/30/2014; parent-teacher conferences on the following dates: 11/19/2013, 11/20/2013; Extended Parent Conferences 1/13/2013, week of February 10th (at risk of failure only); 04/08/2014, 04/09/2014
4. Parent support groups beginning the week of 01/06/2014 and ongoing throughout the school year
5. Parent workshops and PTA events ongoing throughout the school year, beginning with the creation of the PTA
6. Engrade Workshops 3/10, 4/9, 5/10, 6/2
7. Ramapo Parent Workshop May 28th, 2014

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

1. Parent workshops will be offered during, before and after the school day to provide for maximum participation. Teachers will give time to facilitate workshops.
2. Engrade pro system will be purchased in Aug 2013. All students will receive log in information by December 2013. Principal will mail progress reports monthly. Principal will host spring sessions with laptops in order to work with families to get Engrade online.
3. Principal will meet with teachers during period 6 on Wednesday of each week for grade team meetings.
4. Ramapo for Children has been hired to provide a two day retreat for all BEES students and 10 coaching days for BEES staff as well as 1 parent workshop for BEES families.

Strategies to Increase Parental Involvement

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

Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community; supporting parental involvement activities as requested by parents; 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

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

RTTT (ARRA) funds used for Ramapo for Children social and emotional development and coaching for teachers and staff. RTTT (ARRA) funds used for Ramapo for Children. Title I funds will be used for parent engagement and workshops designed around the academic and social development support of students. TL will be used for extended parent conferences, summer professional development of teachers and summer kick-off event.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	BEES Weekly Tutorial BEES Weekend Tutorial Independent Reading Study Island/Study Sync Reading Groups	Small Group One To One One To One One To One – Blended Learning Small Group	After School After School – Weekend During School Day During School Day / After School During School Day
Mathematics	BEES Weekly Tutorial Rally At Home Success Program Math Enrichment / Intervention Period Study Island Math AIS Period	Small Group One to One Small Group One to One – Blended Learning Small Group – F Status Teacher	After School After School During School Day During School Day / After School During School Day
Science	BEES Weekly Tutorial	Small Group	After School
Social Studies	BEES Weekly Tutorial	Small Group	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Our School Social Worker and/or Guidance counselor meet with at-risk students one time per week for thirty minutes depending on the demonstrated need or IEP mandate.</p> <p>Informal counseling and conferences are done during the school day on an individual basis as needed. Counseling strategies to vary depending upon need, in order to build self-esteem and establish/identify compensatory strategies, providing crisis intervention and outreach to families on an as-needed basis.</p> <p>The Social Worker and Guidance Counselor also maintain relationships with outside agencies for referrals of cases needing more intensive intervention.</p>		

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Principal will work closely with Personnel Director for recruitment purposes to ensure that all newly hired staff are highly qualified and are placed in their license areas. Principal will work closely with CFN 112 team to look at BEDS data to ensure that BEES staff is highly qualified. Any teachers who are not considered highly qualified will receive individualized professional development from the principal and will work with CFN HR Director to create a plan of action to achieve highly qualified status.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Provide professional development opportunities for all teachers targeted at deepening their understanding of BEES instructional focus, embedding the Common Core Learning Standards into our curriculum by the Principal. -Once a week, teachers will receive intensive professional development aimed at aligning all units and lessons to the CCLS. - Teachers will continue to meet in Professional Learning Communities, sharing best practices, looking at student work, implementing new strategies and engaging in the data inquiry cycle. - Teachers will also receive high-quality feedback from administrators, based on low inference evidence from observations, and aligned to Advance. -We will support and encourage teachers to communicate with parents/guardians via telephone, email, communication through EngradePro or personal meetings

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH funds are set aside to support those students in temporary housing. This includes the purchase of school supplies, school uniforms, meals on field trips, cost of admission to field trips and extra-curricular activity fees.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Title I funds are used to bring in an F status teacher to work with targeted groups of students in mathematics. Students do not miss any regular math periods. Teacher works and plans with the math instructor. F status teacher then works with small groups on problem solving and reasoning skills

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).

The TA program does not interfere with the instructional week. Students receiving TA small group instruction do so parallel to their class. The teachers plan together and look at relevant data to form the TA group.

Parent Involvement Policy (PIP) @ BEES 23k664

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 664
School Name BEES		

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

Principal Craig Garber	Assistant Principal
Coach	Coach
ESL Teacher Olga Beylis	Guidance Counselor Sandra Villarson
Teacher/Subject Area Christine Szudzik/ELA	Parent Andrea Carter
Teacher/Subject Area Kurt Eulau/Math	Parent Coordinator Penny Lewis
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	52	Total number of ELLs	3	ELLs as share of total student population (%)	5.77%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							3							3
SELECT ONE														0
Total	0	0	0	0	0	0	3	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL				3		2				3
Total	0	0	0	3	0	2	0	0	0	3

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2							2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	3	0	0	0	0	0	0	3

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						1								1

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3				3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	3								3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses Fountas and Pinnell (F&P) to assess early literacy skills of all our students. Upon arrival at our building, we have our ESL or Bilingual teacher do a F&P assessment in order to begin appropriate instruction. This helps us to determine where students are in fluency, word recognition, comprehension, and retention. Based on this data, we can plan our guided reading lessons so they are level specific for each ELL student. For example, we have a child from the Dominican Republic who has been in the country for less than one year and scored a K on F&P. Given this information we work during class on his guided reading level, then we have reading intervention after-school and during ESL time.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have found that we have beginner students and several intermediate students who are long term ELLs. Thus, we have created a buddy system where our beginner students pair with ELLs who have been working on their English for years. We are hoping that by using their native language and pushing each other to work on their English we can help both students increase their literacy levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Looking at our NYSESLAT scores we have found that we have students who score higher in Reading and Writing than Listening and Speaking. This shows that our students are likely being provided literacy supports in all classes but are not practicing and thus not making gains in their ability to verbally communicate and respond to others' communication. According to AMAO, we need to work on our ability to move our students from beginner to intermediate, intermediate to advanced, etc. As we are a new school, we will be looking at the gains our students made last year and look to set individual student goals so that we understand how we have to move each child. Additionally, we want to get our advanced students to proficient and we can do this by holding after-school conversation sessions and by having advance groups in which we can target their specific needs.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. We only have one grade as this is our first year, but we do see that our students are struggling with Listening and Speaking more than Reading and Writing.
 - b. When we get the scores from our interim assessments, we have data days where teachers work together in order to plan reteaching, to move students in respect to their individual goals, and to plan individual instruction for interventions that speak to the data gathered from the interim assessments. Leadership meets with teachers weekly to go over data on classroom assessments and to see growth as compared to data from interim assessments. We track the growth based on CCLS performance.
 - c. We have not received a periodic assessment back yet as we are a new school and just gave our first interim on 10/31. However, based on our results from the MOSL, we see that our ELLs struggle to communicate in writing at grade level standards. We are pushing them to work on answering prompts completely, using textual evidence, and writing in complete thoughts. We are having students practice these same skills in their Native Language Arts class for those in dual language. We also have our students work with their buddies in their native languages when appropriate.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A as we are 6th grade.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We believe strengthening a student's native language ability will translate to improvements in their overall ability to communicate. For students in freestanding ESL, we have native language supports in the classroom and we scaffold instructional materials when possible in their native language. For example, if we find that some students know content such as math in their native language and if we can tap into that it will help them make (Graham) connections to their cultural backgrounds and create a classroom environment that highlights culture and embraces the use and development of our ELL's first languages.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We will be evaluating our program for the first time this year as we are a new school. We will look to see if we meet our AMAO goals, whether our ELLs met their AYP goals, how many of our students moved to proficient on NYSESLAT, and how many of our students moved levels on the NYSELAT both overall and within each modality.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Students go to our main office to enroll. At enrollment, they are giving a home language survey, an interview in English and the native language when we can, and we schedule the child to take LAB-R in English and Spanish, if applicable. Both LABR and HLIS are completed with Ms. Beylis our ESL teacher. We then have a parent orientation where we discuss program options, entitlements, and how we can support both the child and the family.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
We meet with parents within the first 10 days of their child being admitted in order to explain all the options that are available to them. We show them the orientation video available from DOE in their native language and then explain what programs we are currently running in our school and all the options that are available to them throughout the DOE. We connect them with parents of students who speak the same language in order to build a community. We follow up after the initial orientation in order to check on their satisfaction with their chosen program. BEES only offers Freestanding ESL currently with Ms. Beylis.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
We have the parent turn them in at the orientation if they feel prepared. If they don't, they take the forms home and return them with the child as they complete them. We secure the forms in our main office as they are turned in. The principal is responsible for distribution and collection / safeguarding of forms in Room 308.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
In order to place students in the instructional programs of their parents' choice, we refer to the choice letter they provide. We meet with parents and our ESL teacher in order to help them make the choice that is best for them. We have translation services available (via speakerphone through DOE) in order to ensure that our parents understand the decisions they are making for their child. ELPC screen is updated in ATS within 20 days by Principal in coordination with ESL teacher. Placement and entitlement letters are distributed by the principal and maintained in Principal's office room 308.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We have not had a NYSESLAT administration yet, as a new school, however, we will have our ESL teacher Ms. Beylis work to ensure all parts are administered appropriately and with all testing requirements and accommodations met.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

We don't have a history of requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Our ESL teacher pushes-in to ELA and Math to support our students. She also has a small group of all 3 ELLs that meets twice a week to work on specific ELL strategies for language acquisition. Our ESL teacher co-plans with their general education teacher colleagues.
 - b. We have all students traveling as classes. Additionally, our proficiency levels are mainly placed together in the same classes to ensure we provide each group enough time with our ESL teacher which also helps the teacher to more succinctly scaffold the work to the appropriate levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our students have the mandated 360 minutes of each section. The ESL teacher pushed into our ELA and Math classes which both receive double the mandated number of instructional minutes. In addition the ESL teacher pulls the 3 ELL students twice per week during our independent reading period for additional instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In our ESL program all instruction is done in English for all content areas and we have native language supports as appropriate such as math textbooks in Spanish. Our instructional approach is one in which we differentiate our work time to address the needs of each child. Students are grouped according to what they need work on and they get those needs addressed through their teacher.

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

We have individual conferencing with their ESL teacher in order to check their growth in their native language. Data tracking systems include tracking comprehension, fluency, and retention.

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

We have interim assessments that take place four times a year that assess students reading and writing skills. By using the data from these interim assessments, we can see and track our student growth over time in these two modalities. For speaking and listening, we have quarterly assessments that teachers do in their classrooms which consist of speeches and responses to listening passages. This helps to prepare students for the listening and speaking modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We do not have any SIFE students at the moment so we don't have a differentiated plan for them. Our plan would include inclusion in our after-school program and Saturday school when it starts in order to have additional time with teachers to process all the standards and material they have not been exposed to.

b. We also do not have any newcomers. However, we would work with the content on their grade level and provide scaffolds as necessary. For example, sometimes we put easier words on worksheets and give them additional vocabulary practice so they can work towards higher level academic vocabulary. We also pair students with buddies who have been in the country longer to help answer questions and to help support their academic achievement. We group based on ability when appropriate so the teacher can give level specific instruction and maximize their time with the students.

c. We really push our ELLs in years 4-6 to increase their complexity with writing, reading, speaking and listening. We push them to use their English skills even when they are frustrated and want to fall back to their native language. We differentiate by challenging our students to read level appropriate texts on their own and push them outside their level when a teacher is working with them. We have after-school groups by level in order to differentiate work time for these specific students and their specific needs.

d. For our long term ELLs we are going to look closely at their interim data to push them on their reading and writing. As well, we see that their speaking and listening modalities as a whole are lower so we will work on presentations and listening skills in all classes in order to target their problem areas and move them towards proficiency.

e. We will continue to extend our after-school programs to our former ELLs in order to ensure that they are getting any support they need to progress. Additionally, we will pair our former ELLs with our new ELLs so they can be a part of our ELL community for years to come.

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

We have our students working with Reading AtoZ in order to help them have access to grade level specific reading materials to support their academic growth. We also have strategies such as guided notetaking, sentence starters, and scaffolded worksheets to help support our students. These strategies and materials allow our students to have access to CCLS on grade level.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We are a small school so we have the flexibility to have our SWD who are also ELLs getting additional support in ELA and Math. The ESL & Special Education teachers support them during push-in times as well as during extended day and advisory. We work with common planning times to ensure our teachers plan together in order to meet IEP goals and language goals simultaneously.

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

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

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

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

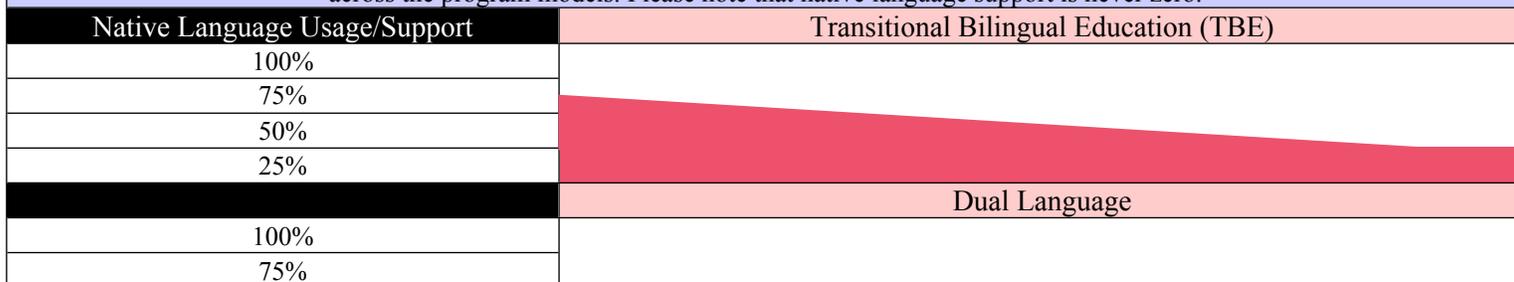
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In ELA, Math, and Science, our ELL students are offered after-school tutoring, extended day tutoring, and push-in support by their ESL teacher. We also have Reading AtoZ to provide level specific interventions. We use Study Island as an additional intervention for our students. Our intervention programs are offered in English with native language supports.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We want to have more intervention support as we acquire technology through our new school grants. Once we have laptops and computer access, our students will have additional opportunities for support. Right now, our interventions seem to be meeting the needs of our students but we will learn more when our interim data comes back.
11. What new programs or improvements will be considered for the upcoming school year?
- We will consider Read 180 and Achieve 3000 as they both have research-based success rates to support them. We will also consider having our students in two grades work together in order to maximize our program.
12. What programs/services for ELLs will be discontinued and why?
- We will not have anything discontinued as we have just opened as a school. We are growing our program and thus will not be scaling anything back.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered access to all our programs. Our after school programs include: BEES Weekly Tutorial (academic support), Clubs (including sports, drama, robotics and young women's group) We offer tutoring to help our ELLs with their struggles as well as to provide them with more processing time as may be necessary to master the material.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have purchased class sets of novels in Spanish to support our NLA instruction. For Math, we have class sets of CMP3 in Spanish as well as our Science curriculum in Spanish. .
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have all our curriculum available in Spanish which is 2/3 of our students' native language. We have books and novels in Spanish in order to grow their proficiency in Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of our required services support, and our resources correspond to our ELL's ages and grade levels. Our curriculum and support materials are age and grade appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Everyone was new this year to our new school. We have orientation for all students in August in which we invite parents to come in and see our school and get acquainted with teachers. Next summer, we will encourage our ELLs to meet the other ELL students in the building to make them feel safe and welcome. This will also be a good connecting opportunity for parents of newly enrolled students to meet other families of students.
18. What language electives are offered to ELLs?
- We do not have language electives available to any students this year. Next year we plan on offering a language elective to the whole school but the language depends on hiring. We would like to offer a language that no one speaks so that they all will have a new experience, such as Chinese, French, or German.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. Professional Development and Support for School Staff

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

1. For professional development, we have a partnership with Pearson to help train our ELL teachers on best practices for scaffolding to the ELL population. They have full day trainings and then 3 follow up days of shoulder to shoulder coaching. Additionally, our network has monthly ESL teacher trainings which we send our teachers to in order to learn and share best practices. We also have intervisitations within our own classrooms to see what is working and what needs to be tweaked.

2. The partnership with Pearson trains teachers on how to integrate CCLS into their scaffolding and lesson planning. We have this partnership in order to help our teachers reach the high level of rigor that CCLS demand when teaching that to beginner ELL students.

3. As our ELLs transition into our school, we reach out to their elementary schools to get insights into how the students were performing and what worked and didn't work in terms of teaching that child. We teach them about moving from teacher to teacher for their subjects but that their ESL teacher is a constant. We also teach them to advocate for themselves and ask for help when they need it.

4. We use our monthly professional development times to teach all teachers how to scaffold for our ELLs. Every teacher in the building is responsible for at least one ELL student so we need to share best practices and help each other grow. We have our ESL teacher share their knowledge on how to teach ELLS in workshops.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. We are working to increase parental involvement as a whole at our school. Our ELL students are contacted regularly by our parent coordinator in order to keep them on top of the monthly parent workshops we offer. We also communicate with parents on a regular basis about what is being taught in our classrooms and how they can follow their child's progress on our online grading system. We have a school website and Facebook page which we update regularly.

2. N/A

3. We have surveys through our Parent Coordinator to see what our parents need in order to ensure the success of their student and to have maximum involvement in our workshops. We have our parent coordinator reach out often in order to find out what our school can do to support our students.

4. We seek to ensure that our parents are able to communicate in English if they feel they need support. We also provide workshops on what parents need to know about middle school, about the high school process, and about such relevant topics as bullying. We also tell parents how their children are doing in terms of learning English by sharing with them the interim assessment data we receive after each test.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: BEES

School DBN: 23K664

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Craig Garber	Principal		11/15/13
	Assistant Principal		11/15/13
Penny Lewis	Parent Coordinator		11/15/13
Olga Beylis	ESL Teacher		11/15/13
Andrea Carter	Parent		11/15/13
Christine Szudzik	Teacher/Subject Area		11/15/13
Kurt Eulau	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Sandra Villarson	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01