

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K664

School Name:

BROOKLYN ENVIRONMENTAL EXPLORATION SCHOOL (BEES)

Principal:

CRAIG GARBER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Environmental Exploration School School Number (DBN): 23K664
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: Amelia Anderson
Parents' Association President: Andrea Carter
SLT Chairperson: Craig Garber
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Wanda Daniels
Student Representative(s): N/A

District Information

District: 23 Superintendent: Mauriciere de Govia
Superintendent's Office Address: 1665 St. Mark's Avenue Brooklyn NY 11233
Superintendent's Email Address: mdegovi@schools.nyc.gov
Phone Number: 718-240-3677 Fax: 718-385-3768

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Brooklyn NY 11201
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 Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Craig Garber	*Principal or Designee	
Amelia Anderson	*UFT Chapter Leader or Designee	
Andrea Carter	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Wanda Daniels	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Etheline Taylor	Member/ Parent	
Lauren Barth	Member/ Teacher	
Christine Szudzik	Member/ Teacher	
Andrea Carter Jr	Member/ Parent	
Gabrielle Beckford	Member/ Parent	
Coriander Petersen Snyder	Member/ Teacher	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Brooklyn Environmental Exploration School (BEES) was founded in September of 2013 and will reach full capacity in school year 2015 – 2016 serving grades 6 through 8. The school population comprises 85% Black, 15% Hispanic students. The student body includes 4% English language learners and 46% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year to date is 92.6%.

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 will settle for nothing less than greatness for each and every student that is educated in our classrooms.

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

- **SONYC After school Program:** In partnership with Sports and Arts in Schools Foundation our 6th-8th grade classes are enrolled and participating in a 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.
- **Community Works:** In partnership with Community Works all BEES classes participate in the CW Making a Difference Program. Making a Difference connects the classroom with the community, building neighborhood networks for schools and making education relevant and real for students. BEES students receive a weekly MAD visual arts class.
- **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 enhance workshops at UA cultural institutions across NYC.
- **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.

Based on our feedback from network support, and 2014-2015 Quality Review, we believe we are succeeding in implementing rigorous instruction, having effective leadership, and creating a school environment centered on trust. Going into the 2015-2016 school year, we will work to increase effectiveness with regards to the Framework for Great Schools around creating a supportive school environment, collaboration amongst teachers, and establishing strong family and community ties. We join our district in making effective instruction that yields high quality student work a priority in the coming school year.

23K664 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	86	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		109.6%	% Attendance Rate		92.2%
% Free Lunch		73.1%	% Reduced Lunch		3.9%
% Limited English Proficient		5.8%	% Students with Disabilities		40.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		1.9%	% Black or African American		82.7%
% Hispanic or Latino		15.4%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		N/A	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		28.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)		2.5
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		11.8%	Mathematics Performance at levels 3 & 4		2.0%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Brooklyn Environmental Exploration School (BEES) has worked diligently to develop and sustain a positive school culture that is oriented towards academic achievement while still holding students to high standards of behavior. In the last two years, we have attempted to implement an advisory program where students can learn both social-emotional and academic skills to help them succeed. After analysis of student performance trends, suspension rates, and research of best practices in this area, we have identified a need for a comprehensive revamping of the advisory program to focus on the following:

- relationship & community building
- developing coping skills
- improving self-esteem
- restorative justice and Circle of Power & Respect

Research shows that promoting social and emotional skills leads to reduced violence and aggression amongst children, higher academic achievement, and an improved ability to function in schools and in the workplace. Students who demonstrate respect for others and practice positive interactions, and whose respectful attitudes and productive communication skills are acknowledged and rewarded, are more likely to continue to demonstrate such behavior. Students who feel secure and respected can better apply themselves to learning.

The revamping of the advisory curriculum will address the social emotional and academic needs of our students during a transitional time by supporting rigorous expectations of learning and establishing a relationship with a mentor who can be a support system.

Part 2 – Annual Goal

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

A minimum of 10% increase of net positive student responses (agree, strongly agree) on surveys given in September, February and June that ask students about their feelings towards improvement of relationship and community building, development of coping skills , improving self-esteem. and the positive impact of our restorative justice and Circle of Power & Respect practices.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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.</p>	<p>teachers, paraprofessionals, support staff</p>	<p>August-June 2015-2016</p>	<p>Administration, CBO (Ramapo) partnerships, teacher leaders</p>
<p>Revamping of advisory curriculum -- this includes morning meeting that involves at least one person saying your name twice every day. This will create an environment and community where all feel connected and supported</p>	<p>teachers, administration and dean/student support coaches</p>	<p>August-June</p>	<p>Administration and guidance will provide support and structure throughout</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>SIG funding is allocated to support contract with Partnership with Children Learning to support counseling, advisory, and restorative practices. Tax Levy and Title 1 funding is allocated to support our hiring of guidance counselor and staff who are dedicated to developing students’ character and academics through advisory.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>A survey will be conducted in September, a mid-point benchmark survey will be given in February and a final survey will be given in June asking students about their personal connection and advisory’s impact to them throughout the year.</p>

Administrative team and school staff will review survey data at the following intervals: September, February, and April.

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

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

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

Part 1 – Needs Assessment

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

Based on feedback from our CFN support, school visits and our School Quality Review one area of growth for our school is the use of inquiry during our teacher team meetings. Our School Quality Review for 2014-2015 noted teacher teams as our area of celebration. Teacher teams’ work is an area of focus for the district. In our development as a school we worked during the 2014-2015 school year to develop school-wide protocols for evaluating student work and using data from Interim assessments/Student portfolios as well as classroom data to inform instructional decisions and modifying unit/lesson plans. We’ve become successful in gathering and evaluating data from multiple sources to make thoughtful decisions. Teacher teams meet weekly to look at student work to discuss trends, and different entry points for students. As we enter our third year as a school, we are now in a place to implement the inquiry cycle where teachers look deeply at their own teaching practices, promote shared leadership among teachers and use best practices and research in order to impact student learning.

Part 2 – Annual Goal

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

Inquiry cycle will track deeply 5% of our students throughout the year in various cycles focusing on needs that have been targeted and identified during the school year and in the teacher teams. 90% of those students targeted will show growth based on the interim assessments/portfolio performance and formative /end unit assessments as a result of the targeted interventions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will engage in the inquiry cycle during their teacher team meetings whereby they:</p> <ul style="list-style-type: none"> • Look at student work to determine what skills/knowledge they need • Determine what skills/knowledge the teachers need • Deepen professional knowledge and refine skills through research and practice • Engage students in new learning experiences based on research and practice • Determine the impact of teachers' changed actions in order to start another cycle. 	<p>Teacher teams</p>	<p>August-June</p>	<p>Administration, teacher-team leaders</p>
<p>Teachers will engage in the inquiry cycle to develop strategies to address students with disabilities, ELLs, and other high-need student subgroups. They will do this by analyzing student work, implementing instructional changes to address student needs, and then reconvening to analyze the impact of their instructional changes.</p>	<p>Teacher teams, student subgroups</p>	<p>August-June</p>	<p>Administration, teacher teams and teacher team leaders</p>
<p>Teachers will promote parent-teacher collaboration by using EngradePRO in order to improve student achievement.</p>	<p>Teachers, students, parents</p>	<p>August-June</p>	<p>Administration, guidance counselor, teachers</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>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.</p>
<p>Tax Levy will support the hiring of 'highly qualified' teachers.</p>

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

Left over borough field center funds used to fund Saturday tutorials.

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

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

Student folders and spreadsheets (Drive) will be kept to monitor and track growth and progress. F&P monitoring of reading levels throughout the school year (at least 3 times) can be used to track student growth as well as the analysis of student data from our interim assessments/portfolios. i-Ready diagnostic and interim assessments will be used as the school's literacy interim assessment program. By February, all BEES students will advance at least 1 level on the i-ready system. 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.

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

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.

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Based on our work and partnership with Partnership With Children for the SONYC program, we are able to extend our school day to meet the needs of our students, their families and the community.

Part 2 – Annual Goal

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

By June 2016 BEES will increase the amount of parent/community events by a minimum of 20% to include performances by both our regular day students and collaboration of our SONYC program, as well as additional presentations, conferences and meetings with parents and students to discuss attendance, and growth.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Aligned professional learning activities in particular during after school parent engagement blocks which may include but are not limited to: use of parent engagement block to individually schedule parents. Use of school support staff and CBOs for outreach and scheduling, and consistent communication with progress reports, EngradePRO, and monthly communications.</p>	<p>Teacher teams</p>	<p>September-June</p>	<p>Administration, teacher leaders</p>

Continued efforts of Parent Engagement time and vested staff and Parent Coordinator to outreach via EngradePRO, and communicate frequently.	School support staff	July-July	Parent coordinator, school secretary, CBO partnerships

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.

By June 2016 BEES will increase the amount of parent/community events by a minimum of 20% to include performances by both our regular day students and collaboration of our SONYC program, as well as additional presentations, conferences and meetings with parents and students to discuss attendance, and growth.

The resources needed to achieve this goal and implement the plan are as follows.

Hire a parent coordinator using TL Funds. School does not qualify for a centrally funded PC.

Host Saturday student academies with aligned "Parent University" classes. This will be accomplished using Vision for School TL improvement funds and partnering with K599 Brooklyn Landmark Elementary.

Additionally, all BEES teachers will host a parent workshop on their classroom subject during both Tuesday 40 min time and PTA meetings.

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

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

We will evaluate the outreach and attendance quarterly, using the city-wide parent conferences and open school nights as check points. We will also conduct needs based surveys throughout the year to maintain our programming is meeting the needs of the community

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	F&P Running Record data	Strategic reading	Small group	School day, afterschool
Mathematics	NYS Math scores, portfolio performance	Numeracy intervention	Small group	School day, afterschool
Science	Literacy and math data, internal assessment data	Pre-teaching, nonfiction reading support, supplemental materials and labs	Small group	School day
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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In order to recruit and retain highly qualified teacher, we have established a rigorous hiring protocol that includes writing samples, group interviews, demo lessons, and submission of unit plans and lesson plans. A hiring committee comprised of a wide representation of our teachers evaluates all candidates to ensure alignment to our mission, vision, and fit with school community. Based on the recommendations from the hiring committee, offers to join our team are sent given. Through this model, we believe we are setting a high standard for what it means to be a teacher at BEES and that we value and need input from all stakeholders.</p> <p>In order to retain teachers, we work to ensure that their assignments are aligned with not only their individual preferences but the needs of the school. We provide the time and space in all teachers schedules for weekly team meetings, on-going common planning time, and mentoring support for new teachers. We also believe in frequent informal observation cycles to provide support and feedback to all teachers to ensure they are on track to raise student achievement and can increase the impact their instruction immediately.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The school as 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.</p> <p>For leadership, we will continue our own professional development by going on 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.</p> <p>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. For our Parent Coordinator, we will send her to district professional development opportunities in order to support the increase in parent involvement and meaningful parent events we offer.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	111,498.00	X	14, 17
Title II, Part A	Federal	0		N/A
Title III, Part A	Federal	0		N/A
Title III, Immigrant	Federal	0		N/A
Tax Levy (FSF)	Local	1,070,388.00	X	14,17

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Brooklyn Environmental Exploration School (BEES) , 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 on assessments.

I. School Responsibilities:

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 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 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 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 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:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 664
School Name Brooklyn Environmental Exploration Schoo		

B. Language Allocation Policy Team Composition

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

Principal Craig Garber	Assistant Principal N/A
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Olga Beylis	School Counselor Tiffany Pierre
Teacher/Subject Area Amelia Anderson/Sp Ed	Parent Andrea Carter
Teacher/Subject Area John Acerra/ Math	Parent Coordinator Penny Lewis
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent Mauriciere de Govia	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	113	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	3			3		2				0
Total	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1	1					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							0
Haitian														0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Portuguese							1							0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				0
7	2				0
8					0
NYSAA					0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 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 3 at advanced. It allows for creation of subgroups of students for targeted, specific programs to help students have successful academic outcomes.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 23k664 plans to use the AMAO data to create targeted, and specific groups for successful learning.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 (A.) The students in @3k664 have a freestanding ESL program. In 2015-2016, we will have grades 6,7, and 8. Our students are taking their classroom and state tests in English. No students have taken tests in their home language.(B.) The ELL periodic assessments are not currently being used (C.) Although we do not use the state periodic assessment, we use other assessments to learn about our ENLs. We assess our ELLs in their home language with various assessments such as written exams on home language and prompting oral responses in home language

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] 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. How do you make sure that a student's new language development is considered in instructional decisions?
School leaders and educators will develop instruction to meet the individual needs of students to produce more successful academic outcomes. As a school community we will consider the language development of all of our ELLs when placement is made in a classroom, when we are scheduling their ENL services, and programming flexibly to allow for grouping to best suit the students needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

We do not have a dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
To evaluate the success of our program for ELLs, we will closely monitor progress for all five students. To ensure that we are meeting AYP for ELLs, we will
 - Track tudents (F&P??) level.
 - Use various assessments to determine levels in listening, reading, writng and speaking.
 - Use data from Imagine Learning for identifying student growth.
 - NYSITELL and NYSELAT scores, patterns

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Our licensed ENL teacher or a licensed pedagogue conducts the entire check-in and testing process for ENL services.
 1. Administer the HLIS
 2. If the HLIS indicates the home language is not english, the ENL teacher or licensed pedagogue will interview the student, review their work; and if student has an IEP the LPT will review all student info, consider potential SIFE status, and determine if the NYSITELL is to be administered.
 3. If the student is not recommended for the NYSITELL, they are not an ELL. ****this determination is ultimately made by the superintendent.**** Additionally, students or their families may request reidentification procedures within 45 days.
 4. If the student is recommended for the NYSITELL, it is administered within ten days of registration to confirm if ENL services are appropriate.
 4. The NYSITELL score determines preoficiency level, and if the LAB is required to be administered within 20 days of enrollment.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The first assessment tool for determining SIFE status for a student is the Home Language Identification Survey (when the parent is asked to indicate prior schooling). We will follow all of the same steps required to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we will proceed with the SIFE Identification Process as outlined below for students who are
 - Newly identified ELLs, and
 - In grades 3 to 9, and
 - At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

 1. Administer the oral interview questionnaire
 2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)
 3. Evaluate student work.

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment and the BNDC screen is updated.

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

In this procedure, The LPT is formed and reviews evidence of the students English language development. They also review and consider the IEP. Based on the information given, the LPT determines if the student will take the NYSITELL exam. If it is decided the student take the NYSITELL, the identification process continues as with all students. If they DO NOT recommend the student take the NYSITELL, the LPT's recommendation is sent to the principal for review. The principal then reviews the information. At this time, the principal can determine the student take the NYSITELL and proceed as all students. If the principal determines that the student should NOT take the NYSITELL, their determination is sent to the superintendent. From this date, the parent or guardian will be notified within 3 days of the decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our ENL teacher contacts the family immediately after the NYSITELL is scanned to ensure their letters are distributed within 5 days. Attempts are made by phone, certified mail, and or dropoff/pickup face to face encounters.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents will be informed that they have the right to appeal ELL status within 45 days. Letters will be distributed in preferred language explaining the re-identification process, and how it allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

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

The parent video is shown to each family that registers at 23k664 within 10 days, often on the parents first visit. The video shows the program choices and their descriptions. The programs and choices are reviewed again with the completion of the Parent Survey and Program Selection Form, in their home language. If the video is not viewed, various attempts are made to contact and explain the choices to parents via phone, email, certified mail, or meeting at dismissal.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

23k664 attempts to complete ALL paperwork, interviews, and testing immediately, on site at time of registration. Therefore paperwork will be completed in a timely manner. If it is not, various attempts are made to contact to parents via phone, email, certified mail, or meeting at dismissal to complete the process.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

23k664 strives to complete ALL paperwork, interviews, and testing immediately, on site at time of registration. Therefore paperwork will be completed in a timely manner. If there are discrepancies occur, our ENL teacher or a staff member contacts the family for completion and return. We reach out by phone, certified mail and we also meet with the parent at drop off or pick up to sign.

9. Describe how your school ensures that placement parent notification letters are distributed.

23k664 strives to complete ALL paperwork, interviews, and testing immediately, on site at time of registration. Therefore paperwork will be completed in a timely manner. Our ENL teacher uses a checklist to ensure all steps of this process are completed properly. We also indicate parent's preferred language. Currently all but 2 families in the school prefer English. The other 2 receive notification in Arabic and Spanish respectively.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

23k664 keeps ELL original documentation in the individual cum records, as well as a copy in the ESL office.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Olga Beylis is our ESL teacher at K664. We are a tiny school, so she manages all aspects of our NYSESLAT testing from scheduling to arrangeing proctors and scoring. Our ENL teacher attends training, turnkeys admin and scoring procedures to staff, creates schedule, works with staff for administering, proctoring and scoring accoring to state guidelines. Licensed pedagogues are then scheduled to administer the test within the state requirements in a secure testing environment.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

All ELLs are reviewed at the beginning and end of each year based on ATS. All appropriate parent notifications are distributed accordingly by Ms. Olga Beylis our ESL instructor.. A phone call is made to the parents to let them know information is on the way to them. The same contact attempts are made; phone, mail, meetings at dismissal/arrival.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in program choice is for the ENL program. All of our enrollees chose this model. We have not yet had a family in search of a Dual or Bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
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 effecively. 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. le: 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 langage 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 ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We use various assessments to evaluate students throughout the year. We use F&P, SOLOM, data from the Imagine Learning program, and classroom assessments each marking period.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

- A. 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..

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

Students ar 23k664 who have been re-identified as an ELL, will be reviewed and tracked by the ENL teacher, classroom teacher, and other school staff to ensure the student is growing successfully in academics and English proficiency. Student assgnments, and assessments will help determine if the student is not showing such growth, and if so the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period.
- 8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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, accesible 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 studentwork completed
 - 7. demonstration of knowledge- provisions for multiple ways to demonstrate studentwork: group work, portfolios, demonstrations, and presentations.
- 9. 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.

Chart

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

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

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

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



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

Chart

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

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

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

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

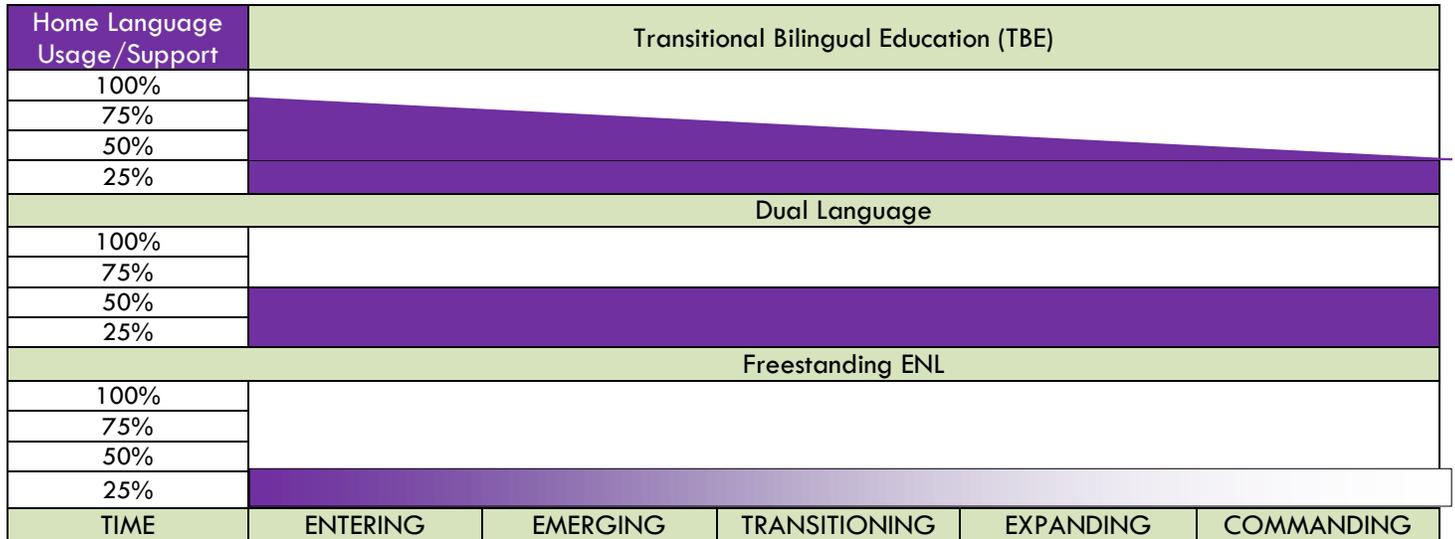


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Based on the students needs, various interventions are provided to best accommodate these learners. For students that need to develop and strenghten 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is developing as we help students grow. By grouping children effectively and targeting their needs, we are helping students develop the necessary skills to succeed.

In ELA we are using a variety of blended learning programs to accelerate language and vocabulary acquisition.
In Math we have purchased home langauge texts to support the Go Math program.
In Science we have purchased home language texts to support the Glencoe Science program.
In Social Studies students are provided with Google Chromebooks to use as a translation tool.

All teachers teach all of the students @ K664. We present data on ELLS, SWDS and At Risk students during monthly Kid Talks during Professional Development Mondays.
12. 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, acorss grades will ease scheduling issues with the shared ESL teacher.
13. What programs/services for ELLs will be discontinued and why?
There will be no discontinuation of any programs or services next year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
23k664 Go Math, and Ready Gen. Based on students needs, different materials are used.
16. How is home language support 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 11, and more.
17. 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. What language electives are offered to ELLs?
We do not currently offer any language electives at 23k664
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 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
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 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.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 Our 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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At this time, we are looking into providing partnership with other agencies or CBO's to provide workshops for ELL parents and families.
5. How do you evaluate the needs of the parents?

Parents are asked at enrollment and at all meetings if they need assistance with programs or of any kind. When possible, we provide connections, directions, and/or solutions to their needs.

Parent Coordinator welcomes new families and assists families while they complete a welcome packet (including home language survey). If needed phone translation is used.

6. How do your parental involvement activities address the needs of the parents? The needs of our parents are being met. We will strive to build a stronger connection with our ELL families with our individual annual meetings and further encourage families to be a part of our school community. We will try to continue to address their needs as change occurs.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **BEES**

School DBN: **23k664**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Craig Garber	Principal		10/30/15
	Assistant Principal		1/1/01
Penny Lewis	Parent Coordinator		10/30/15
Olga Beylis	ENL/Bilingual Teacher		10/30/15
Andrea Carter	Parent		10/30/15
Amelia Anderson/Special Ed	Teacher/Subject Area		10/30/15
John Acerra/Math	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
Tiffany Pierre	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23k664** School Name: **Brooklyn Environmental Exploration**
Superintendent: **Mauriciere de G**

Before you begin, please check the following:

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

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

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

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

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

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. Include all languages, even if only a limited number of parents indicate a language.

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 i English (oral and written) ..

Part B: Creating a Communications Calendar

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

Our school disseminates several documents to families throughout the year. Some are Welcome Back Letters, invites to Open School night, Invites to community events, notices of school closings, and more. These documents may also include newsletters, calendars, conference announcements, after school and before school information, and any other information beneficial to ENL families.

The documents that require translation include:

1. Monthly calendar
2. Monthly "What's the Buzz?"
3. Cell Phone Policy
4. Parent Handbook
5. Field Trip Permission Slips
6. Parent Teacher Conference Notices

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, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

During the school year, parents will be given several opportunities for personal meetings with staff. We also will be holding annual individual meetings. Parents and families are encouraged to share any concerns they have with us through the school year, personal or academic. We will have a Back To School Night, Parent-Teacher conferences, as well as schoolwide or classroom showcases. In addition, we have weekly time allotted for teachers and staff to engage with parents and families. during informal and formal interactions. Often times if a Spanish speaking family needs to be reached, our parent coordinator will contact them.

Curriculum Night 9-16-2015

Parent Teacher Conferences Nov 2015, March 2016, May 2016

WE have contracted with THE BIG WORD to provide on site translation for these events

Part C: Providing Language Assistance Services

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

Our school will translate to the best of their ability any and all notices sent to families. As needed, we will use the Translation and Interpretation Unit to assist in this process. We also will use the DOE website for readily made translations (ie:parents bill of rights).

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

Our school has many staff members who speak languages other than English. As needed, they will help in the interpreting for new families and parents. If we do not have a staff member available that speaks the parents home language, we will use the Language and Interpretation Unit to interpret for us by calling 718-752-7373

Part D: Training Staff on Policies and Procedures

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

Our staff has been provided with the information and tools to use the interpretation services afforded to us. We have our ****language poster posted in our mail office, and palm cards are distributed to teachers. Teachers can request additional cards as needed. The ENL teacher and administrators will ensure that teachers are equipped with the tools they need to provide translation. All staff have received the "I SPEAK" card and have it available during all parent meetings.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access

Language ID Guide at security desk and main office

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 F: Monitoring and Quality Control

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

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.