

New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE						
Log Number		Date Received				
District (LEA)		LEA Beds Code:				
New York City Department of Education		305100010051				
Lead Contact (First Name, Last Name)						
Sharon Rencher/Mary Doyle						
Title	Telephone	Fax Number	E-mail Address			
Sharon Rencher, Senior Advisor to the Chancellor, Senior Executive Director Mary Doyle, Executive Director, State School Improvement Programs Office of State/Federal Education Policy and School Improvement Programs	(212) 374-0557 (212) 374-2762	(212) 374-5760	SRenche@schools.nyc.gov MDoyle5@schools.nyc.gov			
Legal School Name for the Priority School Identified in this Application			School Beds Code			
Brooklyn Environmental Exploration School (BEES)			332300010664			
Grade Levels Served by the Priority School Identified in this Application			School NCES #			
Junior High-Intermediate-Middle						
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)			
352 total for cluster; 113 for SIG applicant school			251 Mcdougal Street Brooklyn, NY 11233			
School Model Proposed to be Implemented in the Priority School Identified in this Application						
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input checked="" type="checkbox"/>			
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border: none;">College/Career <input checked="" type="checkbox"/></td> <td style="text-align: center; border: none;">Family and Community <input type="checkbox"/></td> <td style="text-align: center; border: none;">Individualized Learning <input type="checkbox"/></td> </tr> </table>	College/Career <input checked="" type="checkbox"/>	Family and Community <input type="checkbox"/>	Individualized Learning <input type="checkbox"/>
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Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, Assurances, Certifications, Appendix A, and Appendix A-1G and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
	July 19, 2016
Type or print the name and title of the Chief Administrative Officer	
Sharon Rencher, Senior Executive Director/Senior Advisor to the Chancellor	
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II. School-level Plan – Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based and Early Learning Intervention

A. Assessing the Needs of the School Systems, Structures, Policies, and Students

The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. This section must address each of the following elements:

- Use school data and descriptive language, to describe the school's student population, and the unique needs of sub-groups (e.g.: underperforming sub-groups, students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).

MS 664, The Brooklyn Environmental Exploration School (BEES), is a middle school with 113 students from grade 6 through grade 7. The school population comprises 81% Black, 16% Hispanic, 1% White, and 0% Asian students. The student body includes 3% English language learners and 2% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2015-2016 was 93%. Students who live in temporary housing account for 19% of the overall population and 88% of students are eligible for free lunch.

As of February 2016, the New York State Education Department newly identified MS 664 as a Title I Priority School for 2016-17, based on the combined ELA and Math performance and/or graduation rate for our all students group. As a result of our new designation, parents received notification from the New York City Department of Education's Office of Student Enrollment of the Public School Choice transfer option that is now offered to our students.

On the 2014-15 state ELA assessments, across all grades, 5.5% of students attained level 3 or 4. Among this same grouping of students, 7.1% of SWDs earned a level 2, but none scored at the level 3 or 4 range.

On the 2014-15 state math assessments 6% of all students attained level 3 or 4. Among the same grouping of students, 6% of SWDs earned a level 2, but none scored at the level 3 or 4 range.

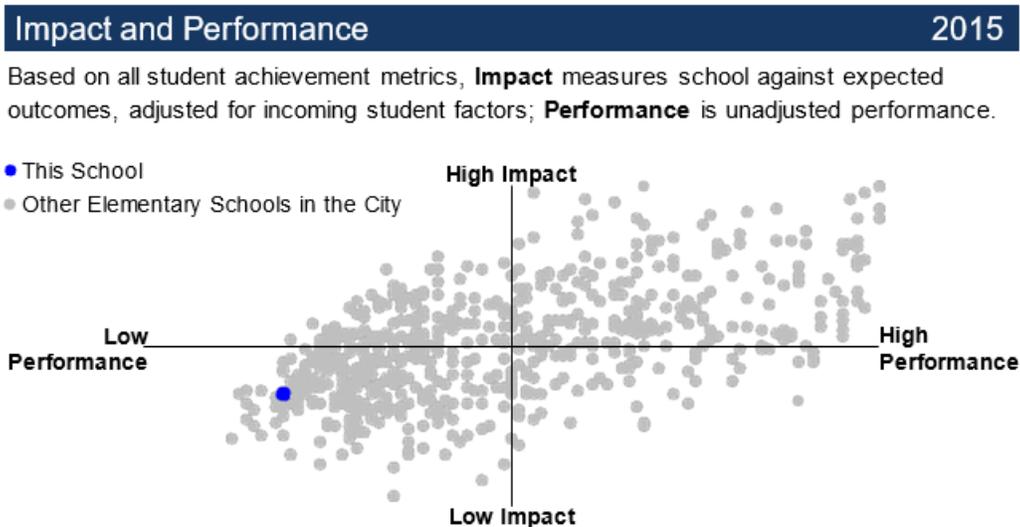
The data described above evidences unique needs in both student academic performance and the desire for the school to engage in whole-school reform. More specifically, our student academic performance demonstrates the following patterns and trends:

- The 2014-15 elementary performance index met the bottom 7th percentile.
- The elementary performance index had a gain of less than 10 points over the last two years.
- Students with Disabilities, Blacks, Hispanics, and economically disadvantaged subgroups have mean growth percentages well below the New York State average cutoff scores.
- None of the subgroups listed above have made Annual Yearly Progress over the past two years.
- Higher performing students are now making use of the Public School Choice transfer option.

Describe the most recent systematic in-depth diagnostic review of the school conducted by the district, and the school data used (e.g.: a Joint Intervention Team (JIT), Integrated Intervention Team (ITT),

and/or related outside education experts) to determine its existing capacity, strengths, and needs. If a Family and Community School Design pathway is selected within the Innovation and Reform Framework, also describe the community-wide needs assessment.

BEES underwent a formal Quality Review on November 10, 2014, which evidenced capacity, strengths and needs. In terms of impact and performance, the school is approaching its target yet still falls far below the citywide average and adjustments are necessary to garner sustainable improvement.



The Quality Review evidenced the following needs across the school:

- Not all lessons are designed to facilitate student ownership, with opportunities for all learners, including English Language Learners and students with disabilities, to produce student work products and discussions that reflect high levels of student participation.
- While teachers are engaged in professional collaborations to develop curriculum and analyze student work, the use of data-driven inquiry could be improved.
- Across classrooms, teaching practices reflect an articulated set of beliefs about how students learn best and incorporate teaching strategies that support students in developing work products and engaging in discussions at uneven levels across classrooms.

While these pressing needs are all-apparent, the school's attendance rate, which is above 90% and has improved over the past three years, which demonstrates the capacity for success at the student level.

- Discuss evidence of community and family input in this review.

The Quality Review relies on a wide array of evidence and takes the views of staff, students and parents into account. This is done through a document called the school self-evaluation form which is collaboratively written by key stakeholders prior to the review. This document provides critical input for the review to assess all perspectives accordingly. Moreover, the reviewer meets with parents as the principal selects eight to ten parents who represent the school's diverse population and grade levels to participate in a discussion with the reviewer(s).

The principal facilitates the inclusion of the president of the Parent Teacher Association or Parent Association and one additional SLT parent member as participants in this group. During follow-up meetings, after the review, the School Leadership Team (SLT) meets to review findings from the preliminary report and determines prioritized needs and provides input for potential appeals.

- Describe the results of this systematic school review, specifically the capacity, strengths, and needs to dramatically improve student achievement.

Across the Quality Review, the following patterns and trends were noted within the Framework for Great schools.

Rigorous Instruction

Some lessons are designed to facilitate student ownership, with opportunities for all learners, including English Language Learners and students with disabilities, to produce student work products and discussions that reflect high levels of student participation.

Supportive Environment

School leaders embed and communicate high expectations for staff and students, in alignment with the citywide expectations and Danielson Framework for Teaching and ensure structures are in place to support staff and students in meeting the expectations.

Collaborative Teachers

Professional collaborations among teachers result in authentically crafted curricula that are aligned to the needs of all learners, including their academic and social-emotional needs.

Effective School Leadership

School leadership ensures that teachers create assessments, rubrics, and grading policies to structure coursework.

Strong Family and Community ties

Agendas from sessions with community constituencies show a focus on instructional and community building expectations as well as curriculum development and goal-setting priorities.

- Discuss how the LEA/school will prioritize these identified needs to implement the SIG model and plan.

In order to implement the College and Career Readiness school design pathway, we will prioritize the evidenced needs through the following:

- Partnering with a showcase school to amplify the learning environment with new skill sets.
- Sharing a literacy coach with a cluster school to embed practices and ensure adequate transference of teaching strategies.
- Active monitoring of math and ELA indicators measured on a monthly basis through the use of online assessment systems that track student progress.
- Enhancing the school's ability to identify the needs and wants of students through family-guided career development programs.

B. School Model and Rationale

The LEA/school must propose a SIG plan as a plausible solution to the challenges and needs previously identified. This section must address each of the following elements:

- i. Describe the rationale for the selected model (*Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based, or Early Learning Intervention*). The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed in Section A.
- ii. Refer to the description of the model on pages 5-9 and describe the research-based key design elements and other unique characteristics that will comprise this model.

MS 664, The Brooklyn Environmental Exploration School (BEES) has selected the Innovation and Reform Framework, College and Career pathway, which will support the needs of our cluster of schools through an integrated focus on academics, a positive learning environment, and a wide range of school-based and inter-school programs that will allow us to strengthen student performance through a cluster initiative sanctioned by the District 23 Superintendent. Our Lead Partner, Teachers College, will drive this Cluster approach through professional development that involves both BEES and the Brooklyn Landmark Elementary School (BLES), PS 599, an elementary school with 180 students from grade Pre-k through grade 3. Teachers College has an extensive history in New York City of providing the most sought-after and State-approved curriculum and programs to elevate student thinking and academic achievement. Essential to our lead partner, is their expertise in team and leadership building. The Center for the Professional Education of Teachers (CPET) based out of Teachers College, Columbia University is devoted to advancing global capacities in teacher education, research, and whole school reform. Their work will include developing a bridge for learning between the aforementioned schools while providing professional learning services to educators and innovative school projects that promote students' Write to Achieve, a research based curricular platform that places an emphasis on writing tools for K-12 students.

The cluster approach will be driven by in the following manner as per the elements of The Framework for Great Schools:

Rigorous Instruction

The lead partner will develop model classrooms that increase levels of engagement for all students. These classrooms will address the needs of underperforming students using multiple means of representation, the innovative Write to Achieve curriculum, and differentiated instruction.

Supportive Environment

As part of the Expanded Learning Time (ELT) offerings, guidance counselors will be available to support students' individual needs before, during and after school. Additionally, the lead partner will capture best practices during ELT and showcase these supports across schools.

Collaborative Teachers

The cluster model will amplify teaching strategies and emphasize high-level student engagement skills shared by all teachers and assessed through a data-driven inquiry approach

and through virtual collaborations across schools via Google Drive and Skype. Strategies that the lead partner will develop will entail the use of EBSCOHost kids, a database where primary and lower secondary school students can search topics online with a fun, lively interface. They will use EBSCO's American Heritage Children's Dictionary, EBSCO Animals, Funk & Wagnalls New World Encyclopedia, Image Collection, and the Searchsaurus interface. Teachers will collaborate across schools and develop tasks where students write from sources and learn elements of literacy in the digital age.

Effective School Leadership

School leaders of both schools will continue to jointly plan and implement a series of year-round activities designed to motivate children to achieve and aspire to college and careers.

Strong Family and Community Ties

The Lead Partner will update progress of the cluster approach during School Leadership Team meetings at *both* schools to further mobilize both communities to provide inputs around needs.

This cluster approach will allow the grant to reach over 320 high needs students across the New York City Department of Education (NYCDOE) and amplify the work through best practice sharing and intervisitations across schools. This cluster school BLES has been recognized for the following criteria according to the Quality Review rubric:

Brooklyn Landmark Elementary School, PS 599		
Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content	Additional Findings	Proficient
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	Proficient
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom	Additional Findings	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports	Celebration	Well Developed

Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and	Additional Findings	Proficient

The Cluster approach will allow BEES to learn from the areas of instructional and operational success at BLES and sustain its literacy development to improve the chances for students to reach greater levels of literacy in the digital age.

- iii. Describe the process by which this model was chosen, including how the school staff, leadership, labor unions, families, and community stakeholders were engaged in both the design and the decision-making processes.

This model was chosen following discussions with the Superintendent and the School Leadership Team (SLT) which is comprised of the principal, the assistant principal, the United Federation of Teachers Chapter Leader, the Parents’ Association President, the SLT chairperson, the Title 1 Parent Representative, three parents and one teacher. Additionally, the school collaborated with district principals who will be an integral part of this District-wide cluster initiative.

C. Determining Goals and Objectives

The LEA/school must determine and present broad goals directly aligned to the in-depth diagnostic review and model selection, as well as specific objectives that have been developed to guide key strategies in a time-specific and measurable manner. This section should demonstrate effort on the part of the LEA/school to backward plan key components of school turnaround specific to the school and must address each of the following elements:

- i. Identify, describe and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of English language arts (ELA). Provide the means by which the objective(s) will be assessed. For all schools having primary-grade students, one objective must discuss how all children will be able to read at grade level by age 8.

Throughout the grant implementation period we will focus on the following goal in ELA:

Upon graduation from Brooklyn Environmental Exploration School (BEES), students will demonstrate mastery of reading and writing skills associated with college and career readiness standards as evidenced by steady and sustained growth in proficiency levels on the Common Core-aligned NYS ELA exam.

We will leverage the following objectives in ELA within the Framework for Great Schools and in alignment with our School Comprehensive Education Plan (SCEP) to support progress towards realizing this goal.

Rigorous Instruction Objective

BEES will build in scaffolds so that all student populations (with a focus on English Language Learners and Students with Disabilities) access and demonstrate mastery of reading and writing tasks aligned to college and career ready standards in ELA.

The school will monitor the progress of this objective in a quarterly manner through the instructional cabinet's assessment of the following data sources:

- Unit plans in all content areas that include multiple entry points included in curriculum binders
- Demonstrated student mastery on culminating performance tasks/portfolio assessments aligned with college and career-ready standards with a focus on demonstrated growth from pre-unit assessments by English Language Learners and Students with Disabilities
- Student performance on school-based interim assessments aligned to college and career-ready standards

Collaborative Teachers Objective

BEES teachers will complete bi-monthly inquiry cycles that incorporate action plans with its cluster school to address instruction, newly hired teachers, inter-visitations, and teacher reflections, to ensure that targeted groups of students (with a focus on English Language Learners and Students with Disabilities) are able to demonstrate mastery of designated college and career-ready standards for each unit.

In order to assess implementation toward this objective, we will monitor progress through the following data sources:

- Teacher-specific inquiry folders maintained on Google Drive that reflect all steps of the Inquiry Cycle and track the efficacy of instructional changes for targeted groups
- Demonstrated student mastery on culminating performance tasks/portfolio assessments aligned with college and career-ready standards with a focus on demonstrated growth from pre-unit assessments by English Language Learners and Students with Disabilities
- Student performance on school-based interim assessments aligned to college and career-ready standards

Effective School Leadership Objective

Model teachers will seek out and turnkey professional development opportunities focused on effective, research-based teaching strategies based on demonstrated staff needs with a focus on guiding targeted student populations (especially English Language Learners and Students with Disabilities) to mastery of college and career-ready standards.

In order to assess implementation toward this objective, we will monitor progress through the following data sources:

- The Advance web application will detail an increase in effective and highly effective HEDI ratings with a focus on Danielson domains 1E, 3B, 3C, and 3D
- Session-specific questionnaires for each model-teacher-led professional development indicating perceived effectiveness and utility of the demonstrated teaching model as well as follow-up reflection sheets once the demonstrated technique or strategy has been implemented
- Demonstrated student mastery on culminating performance tasks/portfolio assessments

- aligned with college and career-ready standards with a focus on demonstrated growth from pre-unit assessments by English Language Learners and Students with Disabilities
- Student performance on school-based interim assessments aligned to college and career-ready standards
- ii. Identify and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of mathematics. Provide the means by which the objective(s) will be assessed.

Throughout the grant implementation period we will focus on the following goal in Math:

Upon graduation from BEES, students will demonstrate mastery of Math skills associated with college and career-readiness standards as evidenced by steady and sustained growth in proficiency levels on the Common Core-aligned NYS Math exam.

We will leverage the following objectives to support progress towards realizing this goal.

Rigorous Instruction Objective

BEES will build in scaffolds so that all student populations (with a focus on English Language Learners and Students with Disabilities) can access and demonstrate mastery of Math tasks aligned to college and career-ready standards in Math.

In order to assess implementation toward this objective, we will monitor progress through the following data sources:

- Unit plans in Math that include multiple entry points included in curriculum binders
- Demonstrated student mastery on culminating performance tasks/portfolio assessments aligned with college and career-ready standards with a focus on demonstrated growth from pre-unit assessments by English Language Learners and Students with Disabilities
- Student performance on school-based interim assessments aligned to college and career-ready standards

Collaborative Teachers Objective

BEES teachers will complete bimonthly inquiry cycles including action plans, instructional changes, inter-visitations, and reflection, to ensure that targeted groups of students (with a focus on English Language Learners and Students with Disabilities) are able to demonstrate mastery of designated college and career-ready standards for each unit.

In order to assess implementation toward this objective, we will monitor progress through the following data sources:

- Teacher-specific Inquiry Folders maintained on Google Drive that reflect all steps of the Inquiry Cycle and track the efficacy of instructional changes for targeted groups
- Demonstrated student mastery on culminating performance tasks/portfolio assessments aligned with college and career-ready standards with a focus on demonstrated growth from pre-unit assessments by English Language Learners and Students with Disabilities
- Student performance on school-based interim assessments aligned to college and career-ready standards

Effective School Leadership Objective

Model teachers will seek out and turnkey professional development opportunities focused on effective, research-based teaching strategies based on demonstrated staff needs with a focus on guiding targeted student populations (especially English Language Learners and Students with Disabilities) to mastery of college and career-ready standards.

In order to assess implementation toward this objective, we will monitor progress through the following data sources:

- The Advance web application will detail an increase in effective and highly effective HEDI ratings with a focus on Danielson domains 1E, 3B, 3C, and 3D
 - Session-specific questionnaires for each model-teacher-led professional development indicating perceived effectiveness and utility of the demonstrated teaching model as well as follow-up reflection sheets once the demonstrated technique or strategy has been implemented
 - Demonstrated student mastery on culminating performance tasks/portfolio assessments aligned with college and career-ready standards with a focus on demonstrated growth from pre-unit assessments by English Language Learners and Students with Disabilities
 - Student performance on school-based interim assessments aligned to college and career-ready standards
- iii. As applicable, identify and present additional goal(s) and corresponding objective(s) directly aligned and specific to the needs assessment of the school and the school improvement model selected. Provide the means by which the objective(s) will be assessed.

Through the redesign process of become a College and Career Readiness design school, we will focus on the following goal:

Upon graduation from BEES, every student will customize a project aligned to a specific career goal and have designed, with the support of a school-based adult mentor and in partnership with families, a viable path to achieving that goal.

We will leverage the following objectives to support progress towards realizing this goal.

Rigorous Instruction Objective

BEES will design and implement curricula in Algebra I and Earth Science so that students who enroll in these courses can pass the Regents exams in these subjects and enter high school prepared to engage with high-level coursework that will allow them to achieve their career goal.

In order to assess implementation toward this objective, we will monitor progress through the following data sources:

- Student enrollment in Algebra I and Earth Science courses in the 8th grade year, with a focus on providing access and support for English Language Learners and Students with Disabilities
- Pass rates of Algebra I and Earth Science Regents exams by 8th grade students
- Enrollment by alumni in Regents and college-level courses once students have matriculated to high school

Supportive Environment Objective

BEES will design and implement an advisory curriculum that includes support in choosing a career goal and designing a viable path with scaffolded, measurable checkpoints through middle school, high school, and college and/or career training. Students will meet with advisors in small group (no more than 12:1) twice per week.

In order to assess implementation toward this objective, we will monitor progress through the following data sources:

- Individualized student plans will be stored on Google Drives
- Weekly celebrations will acknowledge students who have met checkpoints
- Student participation in high school recruitment activities (fairs, interviews, testing, visits, etc.) at schools that will forward their career goals
- Ability of alumni to continue on set career path or make practicable alterations once they have matriculated to high school, college and/or career training

Family and Community Ties Objective

Student advisors and the BEES guidance team will communicate with families at least once per month about individual student's career aspirations and self-created career path through phone calls, home visits, family engagement events and activities, conferences and workshops.

In order to assess implementation toward this objective, we will monitor progress through the following data sources:

- Advisor phone logs/email
- Guidance department phone logs/email
- Parent/guardian attendance at workshops and activities designed to engage families in the process of getting students college and career-ready, with a focus on the families of English Language Learners, Students with Disabilities and the families of students traditionally under-represented in both college and career readiness activities and entering college
- Project-based learning activities

iv. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).

For the purposes of this RFP, *goals* are intended to be broad and to guide the formation of (more specific) objectives. An *objective* is a statement of intended outcomes that is clear, focused, measurable, and achievable in a specified time frame. In addition, it should be noted that more than one objective may apply to a given goal.

D. School Leadership

The LEA/school must have the mechanisms in place to replace the existing principal, if applicable based on the selected model, and select/assign a new school principal, and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. (While the replacement of the principal is not a requirement of all models, the LEA and EPO/EMO should have the mechanism to replace the existing principal if through a screening process by the LEA/EPO/EMO, principal replacement is determined to be the best approach to ensuring school and student success.) The LEA must provide a clear rationale and supporting evidence that

the principal identified is likely to be successful in effectively implementing the SIG plan and model. This section must address each of the following elements:

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school, produce dramatic gains in student achievement, and implement the selected SIG model. Please refer to, “Competencies for Determining Priority School Leaders” which may be found at: <http://www.p12.nysed.gov/turnaround/CompetenciesforDeterminingPrioritySchoolLeaders.html>.

Principals are rated utilizing the Principal Practice Observation Tool. This tool enables reviewers to gather evidence aligned with the Quality Review rubric which exemplifies the core competencies of the school leader necessary to meet the needs of the school. The following quality review indicators are included in the principal practice observation tool: 1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 3.4 and 5.1. These quality review indicators are most closely aligned with specific competencies for determining priority school leaders evidenced below in the chart. The competencies aligned to the Quality Review indicators below are necessary to meet the needs of the school, produce dramatic gains in student achievement and implement the SIG model.

<u>Quality Review Indicator from the Principal Practice Observation Tool</u>	<u>Competencies for Determining Priority School Leaders</u>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	<p>*Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes.</p> <p>*Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.</p>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work	*Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process.
1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products	*Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
1.4 Maintain a culture of mutual	*Understands the need for staff, parents, caregivers and

trust and positive attitudes that supports the academic and personal growth of students and adults	community to be involved in the life of the school as participants with voice and input. *Demonstrates expertise in providing social-emotional supports for all students.
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	*Develops and shares a clear vision to ensure that all students, including high needs students, have access to resources and supports necessary to put them on the path for college and career readiness
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community	*Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals.
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	*Creates opportunities for meaningful dialogue with educators, students and families. Uses these opportunities to enhance reciprocal communication, to strengthen partnerships, and to achieve identified goals.
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection	*Demonstrates the expertise to make frequent observations and provide actionable evidence-based feedback to teachers in ways that ensure that instruction is constantly improving in its alignment to the Common Core.
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	*Demonstrates the expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are new to the field.
5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS	*Demonstrates the expertise to implement a whole school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate professional development in a way that ensures that teachers successfully utilize data to make instructional decisions.

*Incorporates data in the development of school policies and procedures, and uses data to monitor progress, to make adjustments when progress is not being made, and to determine success.

*Implements a system for regularly self-assessing and adjusting strategic improvement plans

- ii. Provide the school principal's name and a short biography which includes an explanation of the leadership pipeline from which s/he came, the rationale for the selection in this particular school, and how this principal's capabilities are aligned to the selected SIG model. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools; *OR*
- iii. If the specific person who will serve in this position is not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place within 30 days of receipt of preliminary award letter, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. **Note: If the principal selected to lead the school is not in place within 30 days of receipt of the preliminary award letter, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated.**

Please see attached resume

Principal Craig Garber is the founding principal of Brooklyn Environmental Exploration School MS 664. Principal Garber graduated from Northern Valley Regional High School Demarest, in Demarest New Jersey, a high school which earned a National Blue Ribbon award during Principal Garber's final year. Principal Garber matriculated at the Pennsylvania State University where he earned a B.A. in Sociology. After teaching in both NYC Department of Education Schools and a charter school Principal Garber enrolled at Teachers College, Columbia University and earned a M.A. in Gifted Education. Principal Garber returned to Teachers College, Columbia University to enroll in the highly acclaimed Summer Principals Academy or SPA at TC. The Summer Principals Academy at Teachers College, Columbia University is a transformative graduate program that is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. Principal Garber graduated from SPA with an M.Ed in Educational Leadership.

Principal Garber began teaching as a regular substitute assigned to teach 2nd grade at PS 42Q in Arverne, Queens NY. Principal Garber taught 7th grade math at IS 117 in East Harlem NY. Principal Garber then was a founding middle school staff member and founding 7th and 8th grade math teacher at Beginning With Children Charter School (BwCCS) located in Williamsburg Brooklyn NY. At BwCCS Principal Garber founded the school's first high school credit earning course, Math A for 8th grade students. In addition Principal Garber's 8th grade math classes earned over 85% proficiency on the NY State Math Exams for an 8 year stretch. Principal Garber served as founder and director of the Beginning with Children Foundation summer SHSAT program, a program designed to improve access for BwCCS

students to the city's specialized high schools.

Principal Garber's path to leading the Brooklyn Environmental Exploration School begins at BwCCS where he served as UFT Chapter Leader for 8 years. During that time Principal Garber was nominated to the AFT President's Charter School Advisory Council, a group which met quarterly in Washington DC. Principal Garber enrolled in the Summer Principals Academy at Teachers College in search of a path to effect change in a venue greater than his own classroom. In SPA Principal Garber was inspired by the New School Design Project. The New School Design teams are challenged to develop a new school that reflects the domains of knowledge, skill, and habits of mind, and is relevant to the challenges faced by children seeking a 21st century education in an urban school setting. It was this experience that led Principal Garber to propose a new school to the New York City Department of Education in the fall of 2012. In the fall of 2012 Principal Garber proposed, planned and was accepted as a proposed new leader of a new school through the Office of New Schools for the NYC Department of Education. Principal Garber participated and completed the New School Intensive in 2013 ultimately leading to founding and opening Brooklyn Environmental Exploration School in September of 2013.

- iv. Provide the specific job description and duties, aligned to the needs of the school, of the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one.

The school is currently interviewing for an Assistant Principal. The AP's responsibilities, as reflected in the Framework for Great Schools, will include:

Rigorous Instruction: Through curriculum audits and the assessment of 1e- Planning and Preparation in lesson plans, the AP will ensure that all tasks and activities provide grade-appropriate rigor as well as access for Ells and SWD. In addition, through the assessment of Domain 3, the AP will ensure that pedagogical strategies support the CCLS shifts in instruction and that assessment is continuously used to measure student mastery and the need for further student supports.

Collaborative Teachers: AP will supervise teacher teams which will be the engine through which teachers will collaborate throughout the year.

Supportive Environment/Effective School Leadership: Through teacher observations, the AP will ensure that teachers provide a culture for learning where all students are valued and their individual needs are supported. In addition, the AP will be the primary avenue of teacher support and provide teachers with guidance, staff development and a platform to help over-come challenges and resolve conflicts

The School Implementation Manager (SIM) serves as the project manager ensuring that schools receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal and state reporting requirements related to schools' interim and summative performance. The SIM provides direct targeted support for all the schools in their

caseload. The SIM's job description addresses areas of the Framework for Great schools. The SIM is responsible for providing both on-site as well as off-site targeted support for their caseload of schools. The SIM is on-site in each school at least twice per month. Additional visits support crafting quarterly progress reports, budget, annual renewals, budget, and SED site visits. See the expanded framework areas below:

Rigorous Instruction – SIMs support and monitor the whole school reform model articulated in the schools approved plan. This support is both on and off site. They engage in any of the following with building leadership: classroom observations, observe expanded learning time (ELT) program(s), cabinet & partnership meetings, curriculum review, teacher team/inquiry team meetings, learning walks, data analysis, as well as leadership level conversations developing next steps at the school level.

Supportive Environment - SIMs work alongside of school leadership to identify supports needed, and help to facilitate social/emotional partnerships for students and the community.

Collaborative Teachers - SIMs work with leadership to monitor and identify needed supports for teachers. SIMs engage with building leadership in learning walks, where they observe teachers utilizing the Danielson framework. SIMs attend/participate in teacher team meetings as well as PD provided by partnership.

Effective School Leadership- SIMs support leadership in monitoring the implementation of the SIG plan, analyzing formative/summative data around the leading/lagging indicators as well as provide support with budget. SIMs work alongside of building leadership to monitor the SIG plan and meet with partnerships to ensure that the needs of the school are being met with the provided services. In addition, on an annual basis SIMs work in concert with the RSCEP development process and review feedback provided through the QR and IIT reports with each school on their caseload.

- v. Describe and discuss the school's current supporting leadership profile in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.

Currently our school has the following supporting leadership positions,

Mr. Craig Garber has served as principal and sole administrator at Brooklyn Environmental Exploration School since September of 2013. Currently the school has 3 teachers who have been selected and serve as Model Teachers. Ms. Coriander Petersen-Snyder is the lead model teacher and educational specialist for our CBO run after school program. Model teachers create a welcoming environment for teachers to reflect, grow and continuously explore innovative instructional strategies. Model Teachers demonstrate great instructional expertise, a dedication to professional growth and a strong understanding of their community's needs.

Ms. Amelia Anderson is the UFT Chapter Leader and a model teacher at the school. Ms. Anderson is the school's special education point person, model co-teacher and serves as the literacy specialist for the CBO run after school program.

Ms. Shobha Narine is a model teacher at the school, head of the math department and 6th grade teacher team leader. In addition Ms. Narine is the director of the school's Google coding initiative.

The following strategies will be employed to ensure buy-in and support from the entire leadership team.

- Leading by example
- Conducting joint observations with assistant principals
- Actively communicating expectations to the staff in print and word
- Making use of staff from all CBOs to communicate both the rationale and process by which the innovation and reform model will be applied at the school.

E. Instructional Staff

The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students.* This section must address each of the following elements:

- Identify the total number of instructional staff in the building, and the number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.

The total number of instructional staff in the building is 12 (3 are first year teachers without HEDI ratings). The chart below shows the breakdown by HEDI rating.

HEDI Rating	Number of Staff
Highly Effective	0
Effective	7
Developing	2
Ineffective	0

- Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness to the needs of students in this school and the selected SIG model. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation, and throughout the implementation period of the grant.

Year over analysis of the HEDI ratings and qualitative information from the teacher observation reports identify the following areas of need:

- 3b: Using questioning and discussion techniques
- 3d: Using assessment in instruction

Based upon the needs evidenced above, we feel that the following staffing changes are needed

between the time of the application and start-up of the model and during the grant period

- BEES will hire an Instructional Coach for the duration of the grant who will support staff in preparing all students to meet college and career-readiness standards with a focus on providing multiple entry points and ongoing, targeted assessment for English Language Learners and Students with Disabilities. The Instructional Coach will support teachers in developing curriculum and assessments with a focus on preparation for dual-enrollment classes during the transition year to high school. In addition, this staff member will work with our cluster school, Brooklyn Landmark Elementary School, PS599, to ensure consistency in instructional techniques.
- BEES will hire an Assistant Principal for the duration of the grant who will support staff in preparing students to meet college and career-readiness standards. The supplemental Assistant Principal will support compliance, interim assessment cycles, observations and feedback, family outreach, advisory curriculum development, and teacher training. Most importantly, the Assistant Principal will oversee all aspects of the SIG grant by preparing quarterly progress reports based on teacher progress and student performance with a focus on both leading and lagging indicators which include but are not limited to: student attendance, teacher attendance, office discipline referrals, and course passing rates.
- For the 2016-2017 school year, BEES will hire a non-SIG funded 7th and 8th grade science teacher (replacing a regularly-appointed substitute) and a 7th and 8th grade math teacher.
- iii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students and the selected SIG model.

The SIG-funded Instructional Coach will serve as the primary emissary between BEES and our cluster school, Brooklyn Landmark Elementary School (BLES), a K-5 with which BEES shares a building and which serves as a feeder school for BEES. The Instructional Coach will work with administrators and instructional staff at BLES to share effective teaching practices between the two schools with a focus on ensuring that English Language Learners and Students with Disabilities in all grade levels are on track to meet college and career-readiness standards. The Instructional Coach will be able to work with teachers to develop curricula in all content areas aligned to college and career-readiness standards, with a focus on including multiple entry points in every unit plan. The Instructional Coach will be responsible for maintaining curriculum binders in all subjects and helping teachers to develop effective lesson plans and learning activities as well as culminating assessments and performance tasks aligned to instruction and standards through backwards design (Danielson, Domain 1). The Instructional Coach will conduct observations and provide specific feedback and actionable support in creating welcoming, dynamic classroom environments that embrace all learners (Domain 2). In addition, the Instructional Coach will work with teachers in providing effective instruction with a focus on asking questions and facilitating challenging, thought-provoking discussion that allows students to engage in tasks aligned to college and career-readiness standards. The Instructional Coach will also build a repository of assessment techniques to ensure that all students are able to master the objectives of a given lesson and will offer Expanded Learning Time support for students who may continue to struggle (Domain 3). The Instructional Coach will be a consummate professional who is able to organize multiple systems (including

curriculum binders, cycles of inquiry, assessment cycles, observation-feedback cycles, and family engagement). The Instructional Coach must also be able to use time effectively in balancing responsibilities between both BEES and BLES to ensure that both learning partners benefit from the SIG-funded resources (Domain 4).

BEES will hire a SIG-funded Assistant Principal for the duration of the grant who will support staff in preparing students to meet college and career-readiness standards. The supplemental Assistant Principal will support compliance, interim assessment cycles, observations and feedback, family outreach, advisory curriculum development, and teacher training. Most importantly, the Assistant Principal will oversee all aspects of the SIG grant by preparing quarterly progress reports based on teacher progress and student performance with a focus on both leading and lagging indicators which include but are not limited to: student attendance, teacher attendance, office discipline referrals, and course passing rates. The SIG Funded Assistant Principal will have a dual focus of operations and assessment and will be the testing coordinator and site manager of the ANet partnership.

To ensure for the proper implementation of each of the components of the SIG grant, a supplemental UFT Teacher Center will be budgeted. The UFT Teacher Center Field Liaison will work in cluster schools with Master/Peer Collaborative and Model Teachers and school-based site staff to design customized professional development.

- iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them. Include in the description how the school recruits and develops a more diverse workforce aligned to its student population.

A citywide “open market” staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as well as those who wish to apply to specific vacancies or schools. Principals are thus able to recruit, screen, and select instructional staff new to their schools based on need. While principals have discretion over the schools’ budget and staffing decisions, one barrier that schools may face are hiring restrictions set by the district for certain subject areas, grade levels, and titles or licenses. Exceptions are given in certain cases based on critical needs such as for high-need subject areas. Human resource directors on budgeting, recruiting and hiring procedures also support schools. In addition, all principals have access to an online human resources portal for up-to-date data and activities related to talent management. Similarly, resources are available to instructional staff at recruitment fairs, workshops, school vacancies, transfer options, as well as professional development, citywide award programs, and leadership opportunities to promote staff retention.

*This standard and the actions that accompany it are required regardless of the model chosen. If the *Turnaround* model is chosen for the Priority School in this application, responses to this section should be planned/proposed in the context of the requirements for that model, retaining no more than 50% of existing instructional staff. A new school staff meeting the *Turnaround* requirement must be in place within 30 days of receipt of preliminary award letter. If *Turnaround* staffing requirements are not met within 30 days of receipt of preliminary award letter SIG funding will be immediately suspended and the LEA will be at risk of having the grant terminated.

F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Management Organization (EMO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with shared goals, rather than a large variety of disconnected partner groups/services with multiple goals. This section must address each of the following elements:

- i. Identify by name, the partner organizations that will provide services critical to the implementation of the SIG model. Provide the rationale for the selection of each partner. Explain the role each will play in the implementation of the new school design.*

To support implementation of this school's CTE/College and Career Readiness model, the school will be matched to an effective lead industry partner. The NYCDOE four pillars of high-quality CTE are industry engagement, work-based learning, academic integration, and program quality. NYCDOE offers programs in 16 areas of study, and provides career maps (see attached example) in each area for students and families. For more information on NYCDOE CTE program selection and career pathways, see attached website page and [here](#). The process outlined below describes the steps that must be taken to confirm this partnership, which will happen this fall.

Step 1: With support from the NYCDOE's Career and Technical Education Unit in the Office of Postsecondary Readiness (OPSR), the school identifies potential lead industry partners that could be a good match for their school.

Step 2: School reaches out to potential lead industry partners to schedule a formal interview. The interview team must include the principal and School Leadership Team, and may also include other key stakeholders.

Step 3: Each member of the interview team that is present for the formal interview completes the lead industry partner rating sheet.

Step 4: The ratings from the team are summarized in one lead industry partner rating sheet, which is emailed back to Office of Postsecondary Readiness (OPSR).

Step 5: Once OPSR receives the completed summary rating sheets for all lead industry partner interviews conducted, OPSR reviews, compiles scores, and communicates back to the school which lead industry partner has been matched to the school. This information is also communicated by OPSR to the new lead industry partner.

Through the SIG, we intend to partner with the following organizations to provide supplemental resources in order to address the needs articulated in the needs assessment, Part A and realize our goals and objectives. Our school will establish multiple partnerships to ensure there is an intense and strategic focus on academic interventions, teacher support and development and, thus, student performance aligned to Career and College Readiness model. These partnerships will ensure our schools' ability to:

Provide professional supports for our teachers and resources for our students that preparing students to take dual enrollment and college-credit bearing courses in a college or career

pathway high school.

Partner Organization	Rationale	Role/Services to support the school redesign
Lead Partner: Teacher College	<p>TC is a reputable partner used by innumerable schools citywide and is able to provide an educational coach and consultant whose work is informed by her range of middle school experiences. This will allow teachers to develop authentic curriculum and practices in order to enable them and their students to thrive.</p>	<ul style="list-style-type: none"> • Curriculum development • Use of instructional coach to serve as liaison between cluster schools • Development of innovative writing assessments • Plan programmatic supports for expanded learning time activities
M/WBE Partner: The Leadership Program	<p>The school wishes to provide social supports for its at-risk female population. HERStory empowers girls to foster their identity, develop their inner voice, and realize their inherent courage with which to declare themselves to the world. It is preventive intervention targeted to elementary, middle, and high school girls. It's designed to give these girls the opportunity and stage to flourish and thrive. In the HERStory, girls will:</p> <ul style="list-style-type: none"> • Cultivate healthy relationships • Boost academic performance • Improve health and behavioral choices • Build school attachment 	<p>The Leadership Program will provide a mentor/facilitator of the HERStory program for 30 weeks across the school year. Additionally, The Leadership Program (TLP) and its subsidy Pathways to Leadership (P2L) will provide one on one counseling services to 44 students who have attendance issues. Social work interns and staff will meet with students weekly to process the causes of poor attendance and to formulate a comprehensive plan on improving attendance, behavior, and overall academics with goals that support students in improving school performance and increasing their school engagement.</p>
The Achievement Network	<p>The school needs to augment its use of diagnostic and computer based assessment to provide</p>	<p>The Achievement Network will provide formative interim assessments, score assessments, analyze results</p>

	rich and detailed reports for State progress monitoring mandates and to track student progress. ANet provides formative interim assessments that give educators timely, actionable, and student-specific data.	and work with teachers and administration on all aspects of a Data Driven Instruction model.
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- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). Each partner selected should have a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs and selected SIG model

Please see attachment C

- iii. While some partners may be funded by other sources, for those funded by SIG clearly describe how the LEA/school will hold the partner accountable for its performance.

The process of partnership accountability and evaluation will be managed in the following manner: all partners will become part of the principal’s cabinet and will provide updated logs to the school detailing supports/activities/events provided; additionally, each partner will be strategically linked to specific or groups of school data points aligned with the services which they provide. This twofold approach allows for both a qualitative and quantitative methodology of assessing partnership performance. The chart below details the quantitative methodology further.

Partner Organization	Data Point(s) (Formative or Summative)	Frequency of assessment
Teachers College the Center for the Professional Education of Teachers (TC-CPET)	<ul style="list-style-type: none"> • Course passing rates • Teacher ratings • Student grades on ANet computer diagnostics • Formal Quality Review • ELA and math state assessments • Daily activity summary logs • Feedback forms 	<ul style="list-style-type: none"> • Each marking period • Bi-monthly as per teacher observation cycles
The Leadership Program	<ul style="list-style-type: none"> • Learning Environment Survey • Online Occurrence 	<ul style="list-style-type: none"> • Quarterly

	Reports <ul style="list-style-type: none"> • Office Disciplinary Referrals • Student attendance 	
The Achievement Network	<ul style="list-style-type: none"> • Interim Assessments 	<ul style="list-style-type: none"> • 6 week cycles

*If the model chosen for this school is either *Restart* or *Innovation and Reform Framework*, the LEA must provide in this application a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO/EMO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is *Restart*, the fully executed EMO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED within 30 days of receipt of the preliminary award letter. If the fully executed EMO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated. If the model chosen for this school is *Innovation and Reform Framework*, the fully executed EPO-district contract, signed by both parties, must be received by NYSED within 30 days of receipt of the preliminary award letter.

G. Organizational Plan

The LEA/school must provide a sound plan for how the school will operate, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. This section must address each of the following elements:

- i. Submit a school organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a *Restart* model is being proposed, be sure to include the specific role of the EMO in governance and decision making that is compliant with education law).

See attached School Organizational Chart

- ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).

The attached organizational chart articulates the management and teaming structures with their respective lines of reporting. Day to day functions are managed through cabinet and team level interactions. Multiple leading and lagging data sources are used to drive conversation utilizing the Framework for Great Schools in the areas of rigorous instruction, supportive environment, collaborative teachers, effective school leadership and family and community ties. Each teaming structure is further articulated below.

Cabinet

The cabinet is comprised of the following members, Principal, AP, Sports and Arts in Schools Foundation (SASF) Program Director. The cabinet meets Tuesdays 1st period, every week and functions in the following capacity: review SCEP, review relevant data, align SIG expectations, and plan APPR activities for the week. The cabinet considers both leading and lagging data sources to drive discussions and school level decisions.

School based support teams

The school based support teams are comprised of the following members: School Psychologist, School Based Support Team (SBST) Social Worker, Guidance Counselor, Single Shepherd Social Worker, Principal, AP, and Special Ed Point Person. The school based support team meets every other Thursday during 1st period and functions in the following capacity: school level implementation and review of IEP, IEP quality audits, compliance review, and assessment planning.

Teacher Teams

Teacher teams exist on 6, 7, 8 grade. Teacher teams focus on reviewing student portfolio work and engaging in cycles of data inquiry. Teacher teams meet weekly on Wednesday during period 5 (Sixth grade) and period 7 (Seventh and Eighth Grade). They consider both leading and lagging data sources to drive discussions and school level decisions making including but not limited to: summative and formative student data.

School Leadership Team

The School Leadership Team (SLT) is comprised of the following members, Principal, PTA President, Title I PAC, CBO Rep from SASF, UFT Chapter Leader, 2 Teachers, and 4 elected parents.

The SLT will meet for a minimum of 30 hours per year during the following dates and times:

- September 20, 2016 5-8 pm
- October 18, 2016 5-8 pm
- November 22, 2016 5-8 pm
- December 20 2016 5-8 pm
- January 17, 2017 5-8 pm
- February 28, 2017 5-8 pm
- March 21, 2017 5-8 pm
- April 18, 2017 5-8 pm
- May 23, 2017 5-8 pm
- June 20, 2017 5-8 pm

The SLT functions in the following capacity: School Leadership Teams (SLTs) are vehicles for developing school-based educational policies, and ensuring that resources are aligned to implement those policies. SLTs assist in the evaluation and assessment of a school's educational programs and their effects on student achievement. The SLT considers both leading and lagging data sources to drive discussions and school level decisions.

- iii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.

During the 2016-2017 school year, the school leader, with the assistant principals, will

implement *Advance*, the annual professional performance review (APPR) according to the requirements set forth by the collective bargaining agreement between the NYC DOE and the United Federation of Teachers (UFT) and the specific needs of the school as described in Section A. Teachers rated *effective* or *highly effective* will engage in an initial planning conference with the assistant principal responsible for supervising the teacher's given subject area (see organization chart.) Teachers rated *ineffective* or *developing* (will engage in an initial planning conference with the principal and the assistant principal responsible for supervising the teacher's given subject area, at which time a formal Teacher Improvement Plan will be developed. All initial planning conferences will take place within 10 instructional days from the start of the school year. Following the initial planning conferences and an administrative cycle of norming where observations are calibrated to determine elements of instructional effectiveness, the instructional supervisors will conduct 4 cycles of observations in which all teachers will be observed and evaluated a minimum of one time per cycle.

The plan for scheduling and conducting the observations is detailed below based upon each teachers HEDI rating.

- For those teachers, rated effective or highly effective, who have selected an evaluation option requiring a formal pre-observation, full period observation and formal post-observation, the assistant principal will schedule, conduct and report the results for the pre-observation, the full period observation and the post observation conference.
- For those teachers, rated effective or highly effective, who have selected an evaluation option requiring only short, informal observations, the assistant principal will schedule, conduct and report the results for the pre-observation, informal observation and the post observation conference.
- For those teachers, rated developing or ineffective, who have selected an evaluation option requiring a formal pre-observation, full period observation and formal post-observation, the principal will schedule, conduct and report the results for the pre-observation, the full period observation and the post observation conference, in conjunction with the supervising assistant principal.
- For those teachers, rated developing or ineffective, who have selected an evaluation option requiring only short, informal observations, the principal will schedule, conduct and report the results for at least one pre-observation, informal observation and the post observation conference, in conjunction with the supervising assistant principal.

The plan for evaluation and communication is detailed below based upon each teachers HEDI rating.

- Each teacher rated effective or highly effective will meet with their supervising assistant principal for a mid-year evaluation meeting who will schedule, conduct and report the results of the meeting.
- Each teacher rated developing or ineffective will meet with the principal and assistant

principal for a mid-year evaluation meeting, at which time the teacher, principal and assistant principal will discuss progress toward the actions steps in the Teacher Improvement Plan.

- Finally, each teacher rated effective or highly effective will meet with their supervising assistant principal for an end of year meeting and each teacher rated developing or ineffective will meet with their supervising assistant principal and the principal to review progress made on the Teacher Improvement Plan.
- iv. Provide a full calendar schedule of the APPR events listed in “iii” for the 2016-2017 school year that reaches all instructional personnel who will staff the building.

Please see full calendar schedule of APPR events 2016-2017.

H. Educational Plan

The LEA/school must provide an educationally sound and comprehensive educational plan for the school. This section must address each of the following elements:

- i. Curriculum. Describe the curriculum to be used with the selected SIG model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engageny.org/common-core-curriculum-assessments>).

In implementing the SIG model, Career and College Readiness our curriculum will ensure a focus on providing learning experiences across subject which prepare students to take dual enrollment and college-credit bearing courses in a college or career pathway high school.

Rigorous curriculum for all subjects will be implemented across grades to ensure a coherent level of rigor aligned to the Common Core Standards with an emphasis on literacy across the curriculum to support college and career readiness. Math teachers in Grades 6-8 will implement the Math Engage NY Common Core-aligned curricula infusing instructional shifts into a coherent arc of learning. Students will be expected to use math and choose the appropriate concept for application even when they are not prompted to do so. ELA curricula will emphasize the instructional shift of writing from sources (ELA Shift 5, CCLS). Preparation for grade-level Common Core assessments and career readiness will run paramount to project based and grounded content for real world experiences. Teachers will work collaboratively with instructional coach and cluster school teachers to support pedagogical practices in implementing and modifying the curricula to better support access for all students.

The school’s adoption/refinement of curricula will enable school wide coherence and college and career readiness for all students, and academic tasks will provide opportunities for all students to be cognitively engaged.

- ii. Instruction. Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA.

Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

Across classrooms, teaching practices will reflect an articulated set of beliefs about how students learn best and incorporate teaching strategies that support students in developing work products and engaging in discussions at even levels across classrooms. BEES has three instructional foci in alignment with the Danielson Framework and the Citywide Instructional Expectations that anchor instruction at the school. They are: (1) Students are to be engaged in tasks that are worth doing; (2) Students are to work in data-driven purposeful groups; and (3) Students are to experience frequent checks for understanding that teachers use to make adjustments to their lesson plans. Teachers will utilize multiple entry points into lessons by integrating technology, differentiation of tasks and materials, and enrichment opportunities via independent explorations within and outside of class time. Ultimately, lessons will be designed to facilitate student ownership, with opportunities for all learners, including English Language Learners and students with disabilities, to produce student work products and discussions that reflect high levels of student participation.

Instructional strategies to be employed are aligned to the following instructional shifts in ELA such as balancing informational & literary text, knowledge in the disciplines, the staircase of complexity, text based answers, writing from sources, and academic vocabulary.) The model will support our school in making meaningful improvements to the quality and quantity of instruction.

Pedagogical practice will be student centered and driven with a focus on college and career readiness. In keeping with the vision of students “learning by doing,” courses will provide students with multiple opportunities to engage in real world applicable project based learning. Additionally, pedagogical practice will be supported by Teachers College Center for Professional Teacher Education. TC content coaches through weekly classroom visits, coaching sessions anchored in implementing the instructional shifts, and targeted professional development in conjunction with the school PD committee. Teachers at BEES will have the opportunity to engage in common planning time 2-3 times per week and strategic inquiry. Targeted discussions on the Danielson Framework will allow teachers (and administrators) to engage in inquiry around teacher/student work to share best practices and assist in developing Common Core-aligned rigorous lessons implementing the instructional shifts through appropriate scaffolds for all students.

Teachers will develop their craft collaboratively during:

- Use of Structured Time: Eighty (80) Minutes of Professional Development will be given every Monday. Structures will include lesson study, workshops, fishbowls, book groups, traditional staff-led PD. Thirty Five (35) Minutes of Other Professional Work will occur every Tuesday.
- Incorporation of Model Classrooms across Cluster Schools: BEES has 3 model classrooms for the 2016-17 school year. PS 599 will participate in a Model Classroom initiative to support teacher growth. These classrooms will act as labs where colleagues

can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by Model teachers who will receive non-SIG funded compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.

- iii. Use of Time. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule **to increase learning time by extending the school day and/or year**. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here: <http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>.

Please see the daily propose school calendar and sample bell schedule attached.

Our school's ELT schedule is attached and demonstrates a model aligned with the Regents memo, Update on New York State's Next Generation Accountability System - Approval of Recommended Revisions to the Elementary and Secondary Education. In addition, non-mandated extended learning time and enrichment opportunities and are provided Beginning in September 2016, BEES will add a mandated ELT "What I Need" hour to the regular school day. All students will be mandated to attend a 9th period class which will serve as a bridge between our after school CBO (Sports and Arts in Schools Foundation/SASF) and the school. A balanced curriculum will be co-taught by BEES teachers and SASF tutors. BEES will also add ten Saturday Academies for direct preparation for the 2017 New York State ELA and Math exams. Each will be five hours long. ELT will be open to all students.

Our ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. The following programs are offered during ELT. Sports and Arts In Schools Foundation's Champions Club. The Champions Club after-school program model offers a comprehensive daily schedule of academic support with numerous sports and arts activities. This extended-day model is curriculum-driven and designed to meet the specific needs of each host school. SASF Champions Clubs create an active, enriching three-hour daily extension that blends seamlessly with the standard school day. In order to strengthen career and college readiness during ELT, we will focus on blended learning remediation using MyOn and iReady, project based learning, computer coding, and core academic supports.

Saturday Academy will support student academic performance during important transitions. The academy will offer particular support to students who are entering with greater needs as well as students who are moving toward graduation. The academy will address academic and social-emotional needs. 6th Grade Summer Bridge Academy will allow students to transition from elementary school to middle school by engaging them in core coursework before the school year begins.

SASF will offer a COMPASS NYC's middle school model, renamed SONYC (School's Out New York City), which serves as a pathway to success for youth in 6th, 7th and 8th grades. SONYC structures a club model that offers young people a choice in how they spend their time and provides rigorous instruction in sports and arts while also requiring youth leadership through service. SASF will also fund a 3 hour Champions Club program daily from 2:45 – 5:45 pm for all BEES students. Further, "priority" funded teachers will partner with SASF tutors for the first hour of the ELT time for the "What I Need" block. The proposed sample daily class schedule appears below:

Please see attached sample daily schedule for additional information.

- iv. Data-Driven Instruction/Inquiry (DDI). Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space/time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

BEES teachers will employ a data inquiry process for looking at students' work on teams, where each member reads and evaluates a piece of student work using a rubric and an instructional focus. The results from this protocol will positively impact curriculum and teacher practice, as evidenced in the English Language Arts curriculum that is heavily guided by standards-based assessments, student work products, and areas of need such as writing arguments with clear claims. DDI will track progress on College and Career tasks that employ the use of subscription databases and mini-research papers that incorporate citations.

Data driven instruction will be amplified through the SIG-funded partnership with The Achievement Network. ANet assures us that their "assessments help teachers understand what students know and are able to do with respect to the standards. They go well beyond right and wrong—they provide information about which students are succeeding or struggling, with what, and *why*. Our reports provide timely, actionable, and student-specific data. These specific, targeted data are powerful tools teachers can use to help and empower each of their students. In other words, these are assessments for learning, not assessments of learning."

In addition, BEES teachers will be guided by ANet coaches through carefully planned inquiry cycles (e.g. looking at student work, assessing student needs, customizing pedagogical approaches and activities, assessing student growth). Teacher teams will also engage in recurring cycles of collective inquiry and action research to address student learning needs to impact learning outcomes.

Teacher teams will use inquiry protocols to regularly analyze student performance data including interim mock-ELA and Math results as well as ongoing extended student work products.

As part of the cluster initiative, Members of the BEES community will conduct regular informal classroom inter and intra-visitations, specifically led by the shared instructional coach. This will help to highlight best practices at BLES and BEES.

Our schedule for administering common interim assessments in both ELA and math is shown in the chart below. In an effort to support teachers, ANet coaches will focus their support on the skills and structures that research has shown to be critical to great schools:

- Developing thoughtful systems and structures that give teachers time to plan, analyze data, and adapt instruction.
- Increasing the effectiveness of existing instructional practices through the use of performance data and a deep understanding of common core standards.
- Building leaders’ expertise on standards and data-driven practices.
- Helping leadership teams distribute leadership and provide strong development to teachers in the use of standards and data.

Assessment	Type of Assessment	Formative or Summative	Frequency for Administration
ELA	ANet	Formative	Quarterly
Math	ANet	Formative	Quarterly

- v. Student Support. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, underperforming subgroups, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school’s operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.

Professional collaborations among teachers will result in authentically crafted curricula that are aligned to the needs of all learners, including their academic and social-emotional needs. The Leadership Program will help to ensure that students are receiving proper advisory support. BEES will align professional development, family outreach, and student learning experiences to further promote the adoption of effective academic and personal behaviors. Each student will be known by at least one adult who helps to coordinate attendance, social emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs. The Leadership Project will support the goal of building an inclusive and supportive environment while providing a comprehensive Advisory Program, a girls-specific program called “HERStory” and a Young Men’s Advocacy group to improve student attendance, achievement, and social-emotional development. Students with Individualized Education Plans (IEPs) will receive critical services through the school. The school will monitor the services that students with IEPs receive and cross reference it with their academic achievement in team meetings that include teachers, guidance counselors, and Single Shepherd.

The Single Shepherd initiative is exclusively used in District 23 and it allows students to be paired with a dedicated guidance counselor or social worker who will support them through graduation, and at upper levels, college enrollment. This is a brand new, innovative initiative where Shepherds will receive rigorous training this summer to prepare them to support students academically, socially, and emotionally. All students across both cluster schools will have an opportunity to work with a Shepherd.

- vi. School Climate and Discipline. Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs. As applicable, discuss preventing youth violence and providing second chances.

Our approach towards student behavior management and discipline is driven both by feedback provided through state/city reports, data, and community needs. In consultation with our SLT we have been able to establish a list of priorities which has guided our safe and orderly school climate. These priorities include:

1. Maintaining BEES as a 100% uniform school.
2. Enhancing the school wide PBIS "BEES Bucks System"
3. Adjusting the "Ladder of Referral" to include the Single Shepherd who will be assigned to the building.
4. Reducing the number of suspensions by 50% for the 2016-17 school year.

- vii. Parent and Community Engagement. Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>. If you selected the Family and Community School Design pathway, discuss the parent, family, and community engagement components listed on page 8.

Our school supports parent engagement through various means. School leaders and staff communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations. Families will be welcomed into the school community by providing various parent workshops. Parent workshops will be provided by The Leadership Project and compliment Saturday Academy classes for students. Parents of incoming 6th grade students will be invited to orientation prior to the opening of school while all parents will be invited to various workshops focusing on adult education and parent involvement. Parents will receive training on how to communicate with the school using EngradePRO, an online student grade warehouse.

BEES Single Shepherd will be a social worker who will contribute to our overall climate by partnering with the school and families to support student success. The Single Shepherd will provide supportive academic, emotional, social supports as well as access to health services. The Single Shepherd will assist with attendance outreach and home visits and provide advocate counseling to support guidance counselors with student lateness or attendance issues. This advocate counselor will report to the AP. Overall, Single Shepherd will work alongside the Guidance Counselor by supporting their work, not supplanting it.

In collaboration with the PTA, parent workshops/classes will include health, ceramics, and fitness classes. These will be scheduled and created using SIG funds through The Leadership Program. The administration will meet at least once per semester with parents and guardians

based on student grade level to go over student expectations and student progress.

I. Training, Support, and Professional Development

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. This section must address each of the following elements:

- i. Describe the process by which the school leadership/staff were involved in the development of this plan.

In collaboration with our School Leadership Team (SLT) and administrative cabinet, the SIG plan was developed to be in alignment with the school's Comprehensive Education Plan (SCEP) and to supplement all core supports. All decisions about supports, partnerships, and staffing were driven by the needs assessment data. This process allowed the SLT to reach consensus in making final determinations about SIG budgetary expenditures.

- ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year-one implementation period (September 1, 2016 to June 30, 2017). The professional development must be aligned to the needs of the students and to the SIG model. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

Please see the attached PD Implementation Period Chart.

The attached chart demonstrates the year one training, support and professional development events for our school. Each event shown is critical to the successful implementation of this SIG model because of the alignment to our needs assessment data.

- iii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

As articulated in the attached chart, our school will evaluate the impact and success of each of our PD, training, and support frequently to ensure that we are continually evaluating, being responsive to the needs of our staff and making adjustments to key strategies when needed.

The training, support, and professional development plan to be described in this section should be job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. For the purposes of this grant, job-embedded professional development is defined as professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded training, support, and professional development can take many forms including but not limited to classroom coaching, structured common planning time, meeting with mentors, consultation with external partners or outside experts, observations of classroom practice. NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See

<https://www.engageny.org/resource/improving-practice>.

J. Communication and Stakeholder Involvement/Engagement

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation status of the SIG plan. This section must address each of the following elements:

- i. Describe in detail, the process (methods and frequency) that will be used to regularly and systematically update parents, families, the community and other stakeholders on the implementation status of the SIG model and plan. This process should also include, but is not limited to, analyses of evidence of success or challenges with implementing the model and plan by referencing leading indicator data.

In order to continually update and engage the community within SIG implementation in terms of progress, improvements, next steps and decision-making processes, we will meet with the entire staff to review the SIG plan, how it was developed, the data used for the needs assessment, the partnership choices that were made, and the expectations for implementing coaching and professional development support. Additionally, during SLT meetings the SIG-funded Assistant Principal will present evidence of impact within the key strategies and overall goals as part of quarterly progress monitoring.

Over the 2016-2017 school year, the school will incorporate focused strategies to update parents accordingly of the status of SIG implementation. Town Hall meetings held monthly will focus on SIG. Additionally, parent-teacher conferences, which take place four times per year, will be added opportunities to update parents on new innovations, resources, and big wins relevant to the College and Career Readiness pathway. As a Parent Involvement Title I school, subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement, a Title I Parent Advisory Council (PAC) will be formed during the 2016-17 school year. This council will convene on a monthly basis. 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), which also meets on a monthly basis. The SLT will be an integral means to share successes with the school community as eligible members include parents, students, school leaders, and community representatives. Parents will also have access to links to the school's new website, <http://brooklynbees.org/> to view current information. Early wins and key celebrations will also be posted on the site and will include those articulated in Part K, Narrative and Timeline.

Parents and guardians will be engaged in the life of the school so that they become active partners in the school community. The partnerships between The Leadership Program, as well as the cluster schools on the campus, will influence the culture as parents become attuned to school resources and opportunities for themselves and their children. Strong family and community ties will be further developed through the support of the BEES Parent Association.

Every Tuesday evening will allow for 40 Minutes of Parent Engagement. The BEES administration along with UFT members will recommend collective and individual actions that will be taken during this time to engage with parents. This engagement will include:

- Presentations of student work and research, community gatherings and dinners, student

led conferences, seminars (e.g. college application and financial aid process, job search seminars)

- Updates on SIG implementation
- Navigating the high school admission and process
- Career exploration and training
- School Leadership Team training
- Sharing of newly acquired digital platforms including Engrade and Proquest (a subscription database).

Communication Method	Description	Frequency	Target Audience
SLT Meeting	Stakeholders meet to address school needs	Monthly	Parents, administrators, teachers, general public
Progress Reports	Student progress reports will detail classroom progress	Monthly	Parents and Students
ANet Interim Reports	ANet provides formative interim assessments that give educators timely, actionable, and student-specific data.	Four times per year	Parents, Students, Teachers

K. Project Plan Narrative/Timeline

The LEA/school must provide a project plan and timeline that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan and are directly aligned to the components of the selected model. This section must address each of the following elements:

- Identify and describe the key strategies for year-one implementation period (September 1, 2016 to June 30, 2017) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.
- Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan. In addition, provide evidence of focused strategies aimed specifically at long-term capacity building and sustainability.
- Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.
- Describe the means by which the key strategies identified throughout Sections I and II ensure that each of the required elements of the selected model have been met.

The goals, key strategies, early wins and connection to the model is articulated below for ELA.

ELA Goal:

Throughout our SIG implementation students from Brooklyn Environmental Exploration School (BEES), will demonstrate mastery of reading and writing skills associated with college

and career readiness standards as evidenced by steady and sustained growth in proficiency levels on the Common Core aligned NYS ELA exam.

Objectives:

Rigorous Instruction: Build in scaffolds so that all student populations (with a focus on ELLs and SWDs) access and demonstrate mastery of reading and writing tasks aligned to college and career ready standards in ELA.

Collaborative Teachers: Complete bimonthly inquiry cycles that incorporate action plans with its cluster school to address instruction, newly hired teachers, inter-visitations, and teacher reflections to ensure that targeted groups of students (with a focus on ELLs and SWDs) are able to demonstrate mastery of designated college and career ready standards for each unit.

Effective School Leadership: Model teachers will seek out and turnkey professional development opportunities focused on effective, research-based teaching strategies based on demonstrated staff needs with a focus on guiding targeted student populations (with a focus on ELLs and SWDs) towards a mastery of college and career ready standards.

Each of these key strategies will help to ensure that the required elements of the Career and College Readiness design model are met by providing a focus on rigorous academics.

Strategies to Meet Objectives in Rigorous Instruction, Collaborative Teachers, and Effective School Leadership

- Introduce, implement, and refine a BEES Unit Plan template to help teachers develop a deeper understanding of the components of a well-developed unit plan, as well as the connection between curriculum maps, unit plans and lesson plans.
- Introduce, implement and refine use of differentiating instruction methods for student centered classrooms so that teachers can meet student needs by design.
- Support teachers' curriculum planning with professional development, actionable feedback, and reflective action.
- Support teacher's assessment design and alignment with the college and career ready standards through professional development on project and rubric design.
- Support teacher's understanding of college and career ready standards through professional development activities that analyze the standards and crosswalk key components with state tests and curricular expectations.
- Introduce, implement and refine promising literacy instructional strategies for ELLs and SWDs who may be two or more grade levels below expectations.
- Develop a school wide assessment calendar that publishes the schedule for interim, MOSL, State and school wide assessments to increase teacher and student awareness of the frequency and purpose of each assessment cycle.
- Support teachers' inquiry process through professional development on observing and analyzing data, identify leverage points for change, writing and implanting action plans.

- Introduce, implement and refine teachers’ practices on identifying and monitoring student target groups to track instructional changes and academic progress.
- Support school leaders in the development of systems and structures that monitor the implementation and effectiveness of school-wide literacy initiatives through strategic planning, implementation and evaluation.

Early Wins:

- Measurable increase in student performance between the baseline interim assessment and the mid-year interim assessments. (September-November)
- Measurable increase in ELLs and SWDs reading levels/rates based on student conferencing, reading logs, or reading assessments. (October-January)
- Measurable increase in teacher performance on HEDI ratings in the Instruction Domain across cluster schools (October-May)

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Interim Assessments	6 week cycles	Department teams will review interim assessments at the conclusion of each cycle. Data from interim assessments will be used to inform curricular refinement and lesson planning	Instructional leads will report results during Instructional Cabinet DDI meetings held monthly. Monthly student progress reports will be provided to families.
Reading Assessment	12 week cycles	Teachers will review student performance data from reading assessments/conferences. Students who are not making progress will be targeted for intervention services.	Reading assessment data report will be shared in grade team meetings. Grade team teachers will identify targeted students for intervention services.
CCLS Aligned Unit Plans	12 week cycles	Teachers will update their curriculum binders with additional CCLS aligned units a minimum of three times per year.	School leaders (Administration, Teacher Leaders) will review aligned unit plans and provide actionable feedback for teachers to revise or refine their planning.
HEDI Ratings: Instruction	6 week cycles	Administrators will analyze teacher performance based on observations with a focus on the domains 1 E, 3B, 3C, and 3D.	School leaders will highlight teacher’s progress through individual conferences, letters to file, and will use teacher performance trends to determine professional development needs, coaching or teacher interventions.

The goal, key strategies, early wins and connection to the model is articulated below for Math.

Connections to the Model:

A middle school program should provide supports to prepare students to take dual enrollment and college-credit bearing courses in a college or career pathway high school. This plan increases student performance in literacy skills, aligned with the college and career readiness standards, so that they are better prepared for the next level. There should be intentional activities for all students with a focus on those who have been traditionally under-represented in both college and career readiness activities and entering college, based on data review. This is why we have selected an intense focus on our English Language Learners and our Students with Disabilities—both subgroups who have had challenges meeting academic success benchmarks in the past.

Math Goal:

Throughout our SIG implementation students who graduate from Brooklyn Environmental Exploration School (BEES), students will demonstrate mastery math skills associated with college and career readiness standards as evidenced by steady and sustained growth in proficiency levels on the Common Core aligned NYS Math exam.

Objectives:

Rigorous Instruction: Build in scaffolds so that all student populations (with a focus on ELLs and SWDs) access and demonstrate mastery of Math tasks aligned to college and career ready standards in ELA.

Collaborative Teachers: Complete bimonthly inquiry cycles that incorporate action plans with its cluster school to address instruction, newly hired teachers, inter-visitations, and teacher reflections to ensure that targeted groups of students (with a focus on ELLs and SWDs) are able to demonstrate mastery of designated college and career ready standards for each unit.

Effective School Leadership: Model teachers will seek out and turnkey professional development opportunities focused on effective, research-based teaching strategies based on demonstrated staff needs with a focus on guiding targeted student populations (with a focus on ELLs and SWDs) towards a mastery of college and career ready standards.

Each of these key strategies help to ensure that the required elements of the Career and College Readiness design model are met by providing a focus on rigorous academics.

Strategies to Meet Objectives in Rigorous Instruction, Collaborative Teachers, and Effective School Leadership

- Introduce, implement, and refine a BEES Unit Plan to help teachers develop a deeper understanding of the components of a well-developed unit plan, as well as the connection between curriculum maps, unit plans and lesson plans.
- Introduce, implement and refine use of differentiating instruction methods for student centered classrooms so that teachers can meet student needs by design.

- Teachers College will support teacher’s assessment design and alignment with the college and career ready standards through professional development on project and rubric design in math.
- Support teacher’s understanding of college and career ready standards through professional development activities that analyze the standards and crosswalk key components with state tests and curricular expectations.
- Introduce, implement and refine promising mathematics instructional strategies for ELLs and SWDs who may be two or more grade levels below expectations.
- Support teachers’ inquiry process through professional development on observing and analyzing data and identifying leverage points for change.
- Introduce, implement and refine teachers’ practices on identifying and monitoring student target groups to track instructional changes and academic progress.
- Support school leaders in the development of systems and structures that monitor the implementation and effectiveness of school-wide literacy initiatives through strategic planning, implementation and evaluation.

Early Wins:

- Participate in the Algebra for All initiative to improve student readiness for Algebra and high school math instruction. (September-June)
- Increase student performance between the baseline interim assessment and the mid-year interim assessment. (September-November)
- Increase ELLs and SWDs math levels/foundational skills based on student conferencing, word problem logs, or math diagnostic assessment. (October-January)
- Measurable increase in teacher performance on HEDI ratings in the Instruction Domain across cluster schools (October-May)
- Develop a school wide assessment calendar that publishes the schedule for interim, MOSL, State and school wide assessments to increase teacher and student awareness of the frequency and purpose of each assessment cycle (September-October)

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Interim Assessments	6 week cycles	Department teams will review interim assessments at the conclusion of each cycle. Data from interim assessments will be used to inform curricular refinement and lesson planning	Instructional leads will report results during Instructional Cabinet DDI meetings held monthly. Monthly student progress reports will be provided to families.
Math Assessment	12 week cycles	Teachers will review student performance data from math assessments/conferences. Students who are not making progress will be targeted for intervention services.	Math assessment data report will be shared in grade team meetings. Grade team teachers will identify targeted students for intervention services.
CCLS	12 week	Teachers will update their	School leaders

Aligned Unit Plans	cycles	curriculum binders with additional CCLS aligned units a minimum of three times per year.	(Administration, Teacher Leaders) will review aligned unit plans and provide actionable feedback for teachers to revise or refine their planning.
HEDI Ratings: Instruction	6 week cycles	Administrators will analyze teacher performance based on observations with a focus on the domains 1 E, 3B, 3C, and 3D.	School leaders will highlight teacher's progress through individual conferences, letters to file, and will use teacher performance trends to determine professional development needs, coaching or teacher interventions.

Connections to the Model:

A middle school program should provide supports to prepare students to take dual enrollment and college-credit bearing courses in high school. This plan increases student performance in math skills, aligned with the college and career readiness standards, so that they are better prepared for the next level. There should be intentional activities for all students with a focus on those who have been traditionally under-represented in both college and career readiness activities and entering college, based on data review. This is why we have selected an intense focus on our English Language Learners and our Students with Disabilities—both subgroups who have had challenges meeting academic success benchmarks in the past.

The goal, key strategies, early wins and connection to the model is articulated below for College and Career Readiness:

College and Career Pathway Goal:

Throughout our SIG implementation students who graduate from BEES will customize a project aligned to a specific career goal and have designed, with the support of a school-based adult mentor and in partnership with families, a viable path to achieving that goal.

Objectives:

Rigorous Instruction: BEES will design and implement curricula in Algebra I and Earth Science so that students who enroll in these courses can pass the Regents exams in these subjects and enter high school prepared to engage with high-level coursework that will allow them to achieve their career goal.

Supportive Environment: BEEs will design and implement an advisory curriculum that includes support in choosing a career goal and designing a viable path with scaffolded, measurable checkpoints through middle school, high school, and college and/or career training.

Family and Community Ties: Student advisors and the BEES Guidance team will

communicate with families at least once per month about individual student’s career aspirations and self-created career path through phone calls, home visits, family engagement events and activities, conferences and workshops.

**Strategies to Meet Objectives in
Rigorous Instruction, Supportive Environment, Family and Community Ties**

- Support teachers’ understanding and analysis of state testing in middle and high school exams through professional development that trains teachers to create highly effective instructional methods aligned to exam expectations.
- Introduce, implement and refine the Advisory career curriculum to help students find career pathways in their areas of interest and with embedded long term planning skills for students.
- Cultivate adult staff members as advisors with professional development on promising practices for Advisory, as well as supporting the development of an Advisory curriculum.
- Develop College and Career tasks across all grade levels.

Early Wins

- Students can personally identify three career pathways they are interested in and align those pathways with the education, job responsibilities, and project income levels. (November-February)
- Advisory curriculum is published within the school so that all teachers have access to the instruction plan for Advisory. (January-April)
- Course passing rates will improve in ELA and math from the prior year (November-January)
- A Kids College initiative will commence that focuses on the completion of the first mini-research paper using subscription databases. (September-October)
- Visit a college campus as part of the College Access for All initiative (February-March)

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Student enrollment in 8 th Grade Math/Science	Twice per year	Administration, Guidance, Teacher Leaders will analyze student enrollment in Math and Science courses as compared with the 2015-16 enrollment rate.	Admin will report the findings of the comparison to the staff through department meetings (Specifically in Science and Math departments).
Individualized Student Action Plan	Monthly	Advisory teams will meet together to identify students who have or do not have their action plan posted to the Google Drive.	Students and parents will be contacted if/when students have not kept their meetings with their advisor, or they do not have their Individualized Action Plan.

Parent Outreach Log	Monthly	Administration reviews the teacher's monthly Parent Engagement outreach materials and phone logs to demonstrate that teachers are making contact with students and their families.	Parent engagement is reviewed by the Parent Coordinator who will make a report for the school leader s and also to develop advanced outreach approaches.
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Connections to the Model:

A middle school program should provide supports to prepare students to take dual enrollment and college-credit bearing courses in high school. This plan increases student performance in college and career readiness standards and provides the mental health supports to keep them engaged in school.