

**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**18K763**

**School Name:**

**BROOKLYN SCIENCE AND ENGINEERING ACADEMY**

**Principal:**

**ANGELA DEFILIPPIS**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Public School School Number (DBN): 18K763  
School Type: Middle School Grades Served: 6, 7, 8  
School Address: 5404 Tilden Ave., Brooklyn, NY 11203  
Phone Number: 718-240-3790 Fax: 718-240-3791  
School Contact Person: Angela DeFilippis Email Address: [ADeFilippis@schools.nyc.gov](mailto:ADeFilippis@schools.nyc.gov)  
Principal: Angela DeFilippis  
UFT Chapter Leader: Tony Mai  
Parents' Association President: Nicole Johnson  
SLT Chairperson: Tony Mai  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 18 Superintendent: Beverly Wilkins  
Superintendent's Office Address: 1106 E. 95<sup>th</sup> St., Room 109, Brooklyn, NY 11236  
Superintendent's Email Address: [BWilkin@schools.nyc.gov](mailto:BWilkin@schools.nyc.gov)  
Phone Number: 718-566-6008 Fax: 718-240-3791

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 602 Network Leader: Matthew Melchiorre

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angela DeFilippis	*Principal or Designee	
Tony Mai	*UFT Chapter Leader or Designee	
Nicole Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Courtenay Hazell	Member/Parent	
Victor Gilles	Member/Parent	
Sharon Rawle	Member/Parent	
Baraka Smith	Member/Parent	
Philip Novins	Member/UFT	
Michelle Jennings	Member/UFT	
Patricia Fogarty	Member/UFT	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

#### The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Brooklyn Science and Engineering Academy is a new NYC public school located in East Flatbush, Brooklyn, NY. The Brooklyn Science and Engineering Academy provides our students with learning experiences that prepare them to tackle the rigorous academic work of high school and beyond. Through small class sizes, open-communication with families, interest-based advisories ("crews"), and one-on-one academic coaching, we help our students to demonstrate excellence in all academic subject areas. Through a unique foundation of learning experiences, we provide a strong foundation in Science, Technology, Engineering, and Math.

We currently serve grade six, and at full capacity will serve grades 6-8. We have a current population of 78 students, 99% African-American and 1% Hispanic. We are a STEM-themed school that incorporates hands-on learning, collaborated with the Urban Advantage initiative, and Manhatta2409, both of which provide resources for students to think analytically about and develop solutions for real world problems. M2409 allows our students to develop and share climate-resilient and sustainable designs for Manhattan based on rapid model estimates of the water cycle, carbon cycle, biodiversity and population. Users can vary the ecosystems, lifestyles, and climate of the city in an effort to find and publish sustainable and resilient visions of the city of the future. Our partnership with the Intrepid STEM Student Project allows our students to participate in an experimental design competition. The winning experiment will be sent to the International Space Station, where an astronaut aboard the ISS will conduct the experiment. After six weeks in orbit, the experiment will be returned safely to Earth for data collection and analysis. Students will publish the results of their experiment to be shared with other participants. Intrepid Museum Education staff is available to answer questions and offer guidance throughout the process. As part of our initiative to promote financial literacy through mathematics teaching and learning, we have partnered with the Stock Market Game and Children's First Network 602. Financial literacy is a vital component of active citizenship and personal independence. The Stock Market Game is a proven way to improve students' financial knowledge and promotes sound investing habits. Robofun conducts an after school program where students learn to create their own video games, complete with characters, settings, obstacles, and controls using Scratch software, a visual programming language developed by MIT Media Lab. The program emphasizes mathematics and literacy skills while fostering creativity and applied learning. Families are invited to the final class to see a presentation of final projects. Scratch is open source software, so students can continue to learn, play, and create at home if they wish. We have also partnered up with Power Play NYC and CHAMPS to provide students with after-school extracurricular physical, social, and emotional development. In order to incorporate music into our program, we brought in Little Voices Big Sounds which is a community based organization that provides our students with a percussion and chorus program during the school day.

As a new public middle school, we were able to bring in teachers who believed in the mission and vision of BSEA. Our teachers participated in summer professional learning sessions that resulted in collaborative curricula planning and a collegial school community. We have been able to develop a shared instructional focus which requires students to support their assertions with evidence and further explain why their evidence supports their claims. To that end, we collaboratively developed three, more intensive, instructional foci: close reading of text, checking for student understanding, and accountable talk. We elected to have a Teacher Development Coach to assist with teacher development and support. The inclusion of all staff members in developing unit templates and school systems and structures has resulted in a community of trust. This trust is exemplified by the teachers voluntarily inter-visiting their colleagues' classrooms and providing feedback on what they observed. Since we are a small school, we have and will continue to develop close relationships with BSEA families. We welcome families to visit during the school day. At parent outreach events, we survey families to better understand our students' needs as well as particular challenges we may face. A challenge we currently face is in the fact that we are a new NYC public school and do not have historical data for our instructional decision-making. To overcome this challenge, we use the districts, community schools, and

individual students' data. We also employ data analysis tools like i-Ready to assess students' development in reading and math. The vision of BSEA is to meet the needs of the community, and based on our enrollment, we feel we have met this need. Parents have shown more interest and involvement in students' academic and extracurricular needs such as our after-school programs.

Since we are a new school, we do not have data from previous years. We will use our baseline, interim, and summative assessments to monitor and modify our instructional approach.

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

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

### Part 1 – Needs Assessment

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

In order for students to meet the requirements set forth by the CCLS, stakeholders must be aware of the pre-requisite skills needed. As a new middle school, we provide many opportunities for pre-, embedded, and post-assessments that are customized for standards and content for each unit. The following data is from an analysis of the New York State assessments from 2014:

ELA		
Districtwide:	39% Level 1	38% Level 2
BSEA:	44% Level 1	37% Level 2
Math		
Districtwide:	44% Level 1	33% Level 2
BSEA:	26% Level 1	49% Level 2

Informed by the Capacity Framework Element- Rigorous Instruction, current data indicates that there must be a focus on the prerequisite skills required to meet the grade level CCLS for each standard. This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of content area teachers will have utilized the instructional shifts in order to create three Common Core aligned units of study reflective of our first year as a middle school.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Teachers use half of their professional time to meet as Professional Learning Communities (PLCs): Teachers turn-key from Professional Development, curricula, and content-specific meetings like our CFN602’s Ambassador Meetings. We also address our key instructional needs as well as</li> </ul>	SWD, ELL, Gen. Ed.	September 15 <sup>th</sup> 2014 – June 19 <sup>th</sup> , 2015	Point Person(s): <ul style="list-style-type: none"> <li>• Principal</li> <li>• Literacy Coach</li> </ul> Implementers:

<p>provide school-wide strategies for meeting our goals, including but not limited to differentiated instruction, how to analyze state assessment data, discussion and assessment strategies. We have a specific PLC that focuses on the progress of our SwD and ELL students.</p> <ul style="list-style-type: none"> <li>• Data Inquiry Teams: Reflect on current and previous instructional data, assess student work, analyze and create new goals based on feedback from lessons/units and student progress. Teachers incorporate accommodations for students with disabilities, ELL students, and multiple modalities.</li> <li>• Vertical planning teams will meet quarterly in order to evaluate the curriculum.</li> </ul>			<ul style="list-style-type: none"> <li>• Literacy Coach</li> <li>• ELL teacher</li> <li>• Special Education teachers</li> <li>• Content-area teachers</li> </ul>
<p style="text-align: center;"><b><u>AIS Services</u></b></p> <ul style="list-style-type: none"> <li>• We will provide before and after school Academic Intervention Services (AIS). Teachers will work with students who are scoring below the standards in ELA and Math as identified by the 2014 NYS exams.</li> </ul> <p style="text-align: center;"><b><u>i-Ready</u></b></p> <ul style="list-style-type: none"> <li>• Students will utilize the i-Ready software as well as its skill building curriculum in order to reinforce the foundational skills required to meet the CCLS.</li> <li>• Data collected will guide teachers in their data inquiry, professional learning communities, and curriculum planning meetings.</li> </ul>	Title I qualified students	December 2014 – June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Literacy Coach</li> </ul> <p>Implementers:</p> <ul style="list-style-type: none"> <li>• Literacy Coach</li> <li>• ELL teacher</li> <li>• Special Education teachers</li> <li>• Content-area teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Use of i-Ready software during the school day in order to diagnose students’ reading and math development as aligned to the CCLS</li> <li>• The web-program creates an adaptive learning environment with instructional assignments that challenge or supports the students’ needs in reading and math.</li> <li>• The itemized skill breakdown is used by teachers to modify instruction during their PLCs.</li> </ul>	SWD, ELL, Gen. Ed.	September 17 <sup>th</sup> , 2014 – June 25 <sup>th</sup> , 2015	All staff
<p style="text-align: center;"><b><u>Skedula/PupilPath</u></b></p> <ul style="list-style-type: none"> <li>• Online gradebook and parent communication portal. Families and students can better track student academic and behavioral progress. The web tool allows for teachers and families to communicate on the students development, concerns, and general feedback.</li> </ul> <p style="text-align: center;"><b><u>Monthly Newsletter</u></b></p> <ul style="list-style-type: none"> <li>• Monthly Newsletter is for our parents and is written by students who outline their monthly educational progress.</li> </ul> <p style="text-align: center;"><b><u>Parent Forums &amp; School Leadership Team (SLT)</u></b></p> <ul style="list-style-type: none"> <li>• Parent forums are based on the information parents received in PupilPath and Monthly Newsletter. Here, parents and teachers are able to discuss and collaborate on curriculum planning and projects. Parents and teachers would be able to use the current curriculum and student data (e.g. portfolios, i-Ready, etc.) to drive the conversation. These discussions are also held in our SLT meetings where our parent members are given an opportunity to voice their concerns, feedback, and suggestions.</li> </ul>	SWD, ELL, Gen. Ed.	September 4 <sup>th</sup> , 2014 – June 26 <sup>th</sup> , 2015	All Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, instructional coach, and principal for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for the subject/grade.
- Engaging in intra/inter-visitations, out of school PD, teacher team meetings, and at least two periods of common prep time to allow for common planning, professional development, department meetings and other structures to foster teacher collaboration
- Use of the NYCDOE resources such as the Common Core Library, Department of English Language Learners and Student Support instructional resources recommended by the DOE Handbook for Professional Learning, and professional texts, OTPS for student consumables and workshop materials
- DataCation’s Skedula/PupilPath: (\$6500 tax levy)
- I-Ready: (\$6386 tax levy)
- Professional Development:
  - Summer PD: (\$5650 tax levy)
- Before and After-school skill building: (\$5000 Title I targeted assistance)

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- By February 1<sup>st</sup>, CCLS for grade 6 in all content areas will be broken down into learning targets.
- By February 1, Data Inquiry Teams will use a protocol to analyze student work
- By February 1<sup>st</sup>, teachers in all content areas will have developed three CCLS-aligned units of study

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

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

### Part 1 – Needs Assessment

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

Middle School students must be prepared for college and career. In order to prepare them, there must be a clear set of structures and expectations that students are aware of that will allow them to be successful in the middle school setting and beyond. As a staff, during summer professional learning sessions, the staff outlined BSEA’s key core values to encourage professionalism and behaviors of a scholar. This resulted in BSEA’s “PREP” values where students are expected to be Prepared, Respectful, Engaged, and Persistent in all areas.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of students will average an “Excellent” or “Satisfactory” mark for conduct as determined by and corresponding with BSEA’s “PREP” values.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p><b><u>BSEA (Brooklyn Science and Engineering Academy) Bucks</u></b></p> <ul style="list-style-type: none"> <li>• We use “BSEA bucks” (Brooklyn Science and Engineering Academy money) as the PBIS (Positive Behavior Intervention and Supports) system throughout each zone of the school.</li> <li>• All members of the school community including, SSA, cafeteria, classroom teachers, and support staff will have BSEA bucks to support positive behaviors.</li> <li>• These bucks can be redeemed at the school store as well as in participation of school events such as Mai’s Movie Madness and Crazy Hat Day.</li> </ul>	All Students	December 2014 – June 2015	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Literacy Coach</li> <li>• Content-area teachers</li> <li>• SSA</li> <li>• Cafeteria Staff</li> <li>• School Aide</li> <li>• School Secretary</li> <li>• SGO</li> <li>• Custodial Staff</li> </ul>
<p style="text-align: center;"><b><u>PBIS Handbook</u></b></p> <ul style="list-style-type: none"> <li>• PBIS handbook outlining PREP (Preparedness, Respectful, Engagement, and Persistence) expectations and distribution of BSEA bucks throughout all areas of the school</li> </ul>	All students	December 2014 – June 2015	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Literacy Coach</li> <li>• Special Education</li> </ul>

environment. <ul style="list-style-type: none"> <li>An analysis of IEP goals took place in order to align the effective aspects of bucks to all stakeholders.</li> </ul>			teacher
Parent engagement to take place via: <ul style="list-style-type: none"> <li>PTA meeting (monthly)</li> <li>SLT meeting (monthly)</li> <li>Monthly newsletters</li> </ul>	All students	September 2014 – June 2015	<ul style="list-style-type: none"> <li>Parents</li> </ul>
<ul style="list-style-type: none"> <li>Via the PBIS handbook, expectations for BSEA bucks are clearly outlined and made fair for all students.</li> <li>The system rewards and encourages positive behaviors.</li> <li>The Student Government is tasked with creating a public rubric for the distribution of BSEA bucks.</li> <li>The SGO will also operate the BSEA store and are responsible for tracking BSEA bucks in school store.</li> </ul>	All students	November 2014 – June 2015	<ul style="list-style-type: none"> <li>Literacy Coach</li> <li>SGO</li> </ul>

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

High-interest items for school store, printing resources for BSEA bucks, information sessions for stakeholders, school website

#### Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> <li>(Tax levy supplies – OTPS)</li> </ul>									

#### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
  - By February 1<sup>st</sup>, we will have a PBIS/BSEA bucks handbook which identifies PREP values and their correspondence to BSEA bucks.
  - By February 1<sup>st</sup>, at least 50% of students will have a balance on their BSEA bucks/rewards account.
  - By February 1<sup>st</sup>, 65% of students will average an “Excellent” or “Satisfactory” mark for conduct as determined by and corresponding with BSEA’s “PREP” values.

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

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

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

### Part 1 – Needs Assessment

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

As a new school, it is important to ascertain as much information as possible about students’ skill sets and areas in need of improvement. Having a small staff, it is essential that teachers work together using data analysis protocols to inform their instruction and treat unit plans as living documents that are regularly updated and modified. Combining data driven instruction with collaborative peer assistance and review will ensure the coherence of instruction across subjects. Since we are a new school we do not have data from previous Quality Reviews or progress reports. Based on the students’ 2014 NYS assessment data 81% of our students performed at a level 1 or 2 in English Arts (ELA) and 75% performed at either a level 1 or 2 in Mathematics.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of our teachers will be involved in collaborative planning teams. This will result in a yearlong pacing guide in all content areas. These pacing guides will be modified during our inquiry team meetings.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p style="text-align: center;"><b>i-Ready</b></p> <ul style="list-style-type: none"> <li>• i-Ready is a diagnostic and instructional tool that assesses students strengths and areas in need of improvement.</li> <li>• The tool provides an adaptive learning environment with instructional assignments that challenge or supports the students’ needs in reading and math.</li> <li>• The itemized skill breakdown is used by teachers to modify instruction during their PLCs.</li> </ul> <p style="text-align: center;"><b>Summer Professional Development</b></p> <ul style="list-style-type: none"> <li>• We used weeklong summer professional learning sessions to outline the school’s instructional priorities, as well as our instructional focus to ensure coherence across the content</li> </ul>	SWD, ELL, GE	September 15 <sup>th</sup> , 2014- June	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Principal</li> <li>• Literacy Coach</li> </ul>

<p>areas.</p> <ul style="list-style-type: none"> <li>All teachers will be involved in guided inquiry. This will be measured by multiple formative and summative assessments.</li> </ul>			
<ul style="list-style-type: none"> <li>Developed a specific team to analyze the work of students with disabilities, English Language Learners, and other high-need student subgroups such as students in temporary housing.</li> <li>Teachers in all teams use protocols to analyze data and student work.</li> </ul>	SWD, ELL	September 2014 – June 2015	<ul style="list-style-type: none"> <li>Special Education Teacher</li> <li>ELL Teacher</li> </ul>
<ul style="list-style-type: none"> <li>Our school uses PupilPath as a parent outreach tool to ensure all families are up to date with students' progress.</li> <li>We provide opportunities for parent meetings during our Tuesday parent-outreach time.</li> <li>We welcome parents to observe classes which occur regularly.</li> <li>We highlight student successes during our monthly PTA meetings by holding awards ceremonies based on academic and social-emotional growth observed in the school setting.</li> </ul>	All students	September 2014 – June 2015	<ul style="list-style-type: none"> <li>Staff</li> <li>Student</li> <li>Parents</li> </ul>
The use of protocols allows for teachers to share and trust each other via common expectations and accountability.	All students	September 2014 – June 2015	<ul style="list-style-type: none"> <li>Principal</li> <li>Literacy Coach</li> <li>All teachers</li> </ul>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers elected to make data inquiry as a part of their professional menu item along with running student interest clubs/crews
- Literacy Coach to support data inquiry teams
- Outside professional learning opportunities which require substitute teachers
- PupilPath - \$6500 tax levy
- I-Ready - \$6386 tax levy
- Before and after school tutoring for students with title I status

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
  - By February 1<sup>st</sup>, 75% of teachers will have led professional learning sessions
  - By February 1<sup>st</sup>, we will have collected the findings from the use of protocols during the Data Inquiry Teams to isolate trends and strategies used to improve student achievement
  - By February 1<sup>st</sup>, all content areas will have three CCLS-aligned units

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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

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

### Part 1 – Needs Assessment

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

Since BSEA is in its first year, the MOTP (Measures of Teacher Practice) data was generated at different schools by a variety of leaders. After reflecting upon that data, as well as considering the range of experiences attained by our teaching staff, targeting areas for improvement is essential. All BSEA teachers were hired using a human resources committee (18D). This allowed for the principal to gauge teacher baselines and potential for growth. Advance data was utilized in order to identify potential teacher goals. A cross analysis of data for incoming students was evaluated in order to prepare for Individual Teacher Conferences.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will develop individual professional goals that will be tracked via the Advance system, inter-visitation logs, feedback groups, and professional learning topics.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• Specific, actionable, timely feedback on classroom observations and inter-visitations.</li> <li>• Student data was presented to teachers.</li> <li>• Individual teacher conferences were arranged.</li> <li>• Professional Learning sessions led by teachers and will focus on specific strategies to move pedagogical practices forward.</li> <li>• Teachers developed goals.</li> </ul>	All teachers	September 2014 – June 2015	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Literacy Coach</li> <li>• Teacher Development Coach</li> <li>• Teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Professional support and mentoring services led by our Literacy Coach and Data Specialist.</li> <li>• Data-Inquiry Teams analyze student work to track trends.</li> </ul>	Non-tenured staff	September 2014 – June 2015	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Literacy Coach</li> <li>• Highly Effective rated teachers</li> </ul>

<ul style="list-style-type: none"> <li>Constant communication with parents through our PTA, SLT, website, and face to face meetings to communicate the goals and needs of the school, as well as our families.</li> </ul>	Students, families	September 2014 – June 2015	All staff
<ul style="list-style-type: none"> <li>Celebrating student successes at monthly awards ceremonies, and teacher successes/accomplishments at regular intervals.</li> </ul>	Students, families	December 2014 – June 2015	<ul style="list-style-type: none"> <li>All staff</li> <li>PTA/SLT</li> </ul>

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Coverages/funds to provide professional learning activities
- Literacy coach
- Skedula/PupilPath
- Common preparation periods
- Google Drive
- Supplies for awards

#### Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 1<sup>st</sup>, 50% of the MOTP ratings will be entered in the Advance system. Fifty percent of staff will have led professional learning sessions for their colleagues. Seventy-five percent of staff will have corresponded with families using PupilPath.

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

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

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

### Part 1 – Needs Assessment

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

We are a new middle school and want to establish strong ties to our community. In the spring of 2014, when our planning team was reaching out to district elementary schools, parents explained that they wanted to feel welcomed into the school and informed about student progress.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we expect to have at least 70% of our parents/families involved in school events as assessed by attendance records collected at Parent Association Conference meetings, parent teacher conferences, weekly teacher outreach, as well as through our data capture system on Skedula.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• Parent Workshops such as i-Ready, PupilPath, and financial literacy better help inform families about student progress in state assessments as well as in the classroom.</li> </ul>	SWD, ELL, GE	August 2014 – June 2015	Literacy Coach
<ul style="list-style-type: none"> <li>• Title I Meeting with parents</li> <li>• Breakfast with ELL parents</li> <li>• IEP Coordinator Conferences</li> </ul>	All parents	September 2014 – June 2015	<ul style="list-style-type: none"> <li>• Principal</li> <li>• All Staff</li> <li>• IEP Teacher</li> </ul>
<ul style="list-style-type: none"> <li>• PupilPath online grading and communication system</li> <li>• Website with e-mail functions</li> <li>• Parent notifications (e.g. newsletter, notices)</li> </ul>	All parents	September 2014 – June 2015	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Literacy Coach</li> <li>• All teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Parents are invited to visit classrooms</li> <li>• PTA meeting provide a forum for staff and parent communication</li> <li>• Emphasis on parent correspondence for positive behaviors and academic growth, welcoming main office</li> </ul>	Students, families	September 2014 – June 2015	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Staff</li> <li>• PTA</li> </ul>

<ul style="list-style-type: none"> <li>Close collaboration with School Safety</li> </ul>			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PupilPath, Light refreshments for parent events

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 1<sup>st</sup>, 6 newsletters (teacher and student generated) will have been distributed to families. Fifty percent of families will have attended at least 1 school function.

**Part 6b.** Complete in **February 2015**.

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Diagnostic assessment performance	i-Ready	Small group	School day
<b>Mathematics</b>	Diagnostic assessment performance	i-Ready	Small group	School day
<b>Science</b>	Teacher/parent request	Homework help/tutoring, (example: guided reading with English Language Arts teachers)	Small group	Before and after-school
<b>Social Studies</b>	Teacher/parent request	Homework help/tutoring, (example: guided reading with English Language Arts teachers)	Small group	Before and after-school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher, staff, family referral based on Pre-Referral Intervention Manual (Hawthorne)	Counseling	Small group or 1-to-1	School day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

- Human resources committee (18D) is used for hiring decisions
- A rubric is used to identify the candidates abilities as they are aligned to the 2013 Danielson Framework
- Offer the candidates the opportunity to do a demonstration lesson
- Teacher suggestions of learning opportunity topics

#### 2b. High Quality and Ongoing Professional Development

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

- Content level "Ambassadors" that attend and turnkey information learned at CFN602's professional learning sessions
- Teacher Development Coach who visits and provides professional learning sessions to staff
- Inter-visitations within our building as well as in other high performing middle schools

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

- Before and after-school tutoring program for this target population
- Parent outreach meetings to discuss student needs and progress
- Per sessions for after-school teacher collaboration on instructional strategies for students in this target population

#### 3b. TA Coordination with the Regular Program

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

- All content area unit plans contain modifications to adjust to enrichment and remediation needs of the students
- Incorporation of a foundations period for students to use interactive and adaptive software such as i-Ready and Khan Academy to meet these students at their current level

**Part 4: SWP Schools Only**

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

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

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**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

### **<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

BSEA will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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