

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K363

School Name:

BROWNSVILLE COLLABORATIVE MIDDLE SCHOOL

Principal:

STACEY WALSH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brownsville Collaborative Middle School School Number (DBN): 23K363
Grades Served: 6-8
School Address: 85 Watkins Street
Phone Number: 718-495-1202 Fax: 718-495-1208
School Contact Person: Stacey Walsh Email Address: Swalsh3@schools.nyc.gov
Principal: Stacey Walsh
UFT Chapter Leader: Alexandra Gordon
Parents' Association President: Yvette Eggleston
SLT Chairperson: tbd
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Abbie Anderson
Student Representative(s): Tbd
Tbd

District Information

District: 23 Superintendent: Mauriciere deGovia
Superintendent's Office Address: 1665 St. Marks Avenue, Brooklyn, NY 112
Superintendent's Email Address: mdegovi@schools.nyc.gov
Phone Number: 718-240-3677 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stacey Walsh	*Principal or Designee	
Alexandra Gordon	*UFT Chapter Leader or Designee	
Yvette Eggleston	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
Abbie Anderson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Tbd	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tbd	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Brownsville Collaborative Middle School (BCMS) is designed to engage/re-engage middle school students in their education and to promote high levels of student achievement. BCMS does this by not only involving and empowering students in their education, but also fostering in students the intrinsic desire to learn, their sense of connectedness to their school, and their sense of belonging to a productive community. BCMS's culture is one of high expectations and strong support structures and is centered on collaboration among all members of the school community, including parents and community partners, in order to ensure that students are provided with a supportive and caring environment that promotes and fosters high levels of student achievement. All curricula are rigorous, standards-based, target essential learnings, and are heavily embedded with youth development themes; this supports both the academic success and social, emotional, and developmental growth of our students. Technology is infused into all courses and arts and enrichment education are bridged with academics in order to provide students with a well-rounded and relevant education that supports critical and creative thinking.

A strong layer of student support at BCMS are mentorships; BCMS staff members serve as mentors in sustained mentorships that span student enrollment at BCMS. Mentors are responsible for building and sustaining positive, trusting relationships with students, advocating for their students, and guiding and supporting students with goal setting, problem-solving, and the development of leadership, citizenship, independent, intradependent, and interdependent skills and progress. Mentors are also responsible for maintaining ongoing communication with each student's teachers, school administration, parents/guardians, and involved community partners to ensure that each student is receiving the individualized support necessary to academic, social, and emotional growth and achievement. BCMS prides itself on creating for our students an environment that is truly student-centered; one in which each student receives an education that targets his/her academic, social, and emotional needs, one in which every student is exposed to arts and enrichment opportunities and experiences; and one in which ALL students are connected, involved, empowered, and accountable, in and to their education and their lives.

BCMS partnerships include the Roads to Success after-school program, a program centered on academic, arts, collaborations and leadership experiences for our scholars, High School Match, an organization that supports students with IEPs with the high school application process, Ifetayo Cultural Arts Center, an organization that introduces students to and builds talents around various arts and dance mediums, and School Data Corp, an organization that supports assessment practices at BCMS.

In the 2014-2015 school year, we celebrated our 3rd year as NYC public school. Our successes included effective support of students socially and emotionally as evidenced in their built capacity around solving conflicts, positive self-expression, and advocacy. A larger population than the previous year met promotional criteria in both ELA and Math on State exams. We scored a Proficient in our 2014-2015 Quality Review and have developed more teachers to the effective realm this year over last around the Danielson spectrum/rubric.

BCMS was publicly recognized in the publication ChalkBeat over the summer for being 4th in the city for biggest positive change in ELA test scores (5.8% increase). We will continue to leverage the best practices that enabled this growth. Additionally, our math progress among our 8th graders in 2015 was notable – we moved from the 5th %ile citywide in 2014 to the 28th %ile citywide in 2015. Although NYS cut scores (met/did not meet promotional criteria for the 2015 state tests) show that we continue to experience challenges with our special needs population around testing, progress of this population has increased. This is similar with our general education students. We continue working and problem solve around this issue of performance at grade level proficiency as we continue to support our students with

approaching/achieving proficiency in state test data so that performance on these tests align with progress and performance at the classroom level.

Our key areas of focus this year revolve around increasing the literacy skills of our students for all student populations through rigorous and targeted instruction that meets students where they are and monitors for progress through standards-based assessments. In this vein, we are focusing on assessing and checks for understanding, progress on periodic assessments, and consistent and cohesive pedagogical practices that will support literacy progress. In the 2014-2015 school year we conducted an in depth inquiry project to drill down to the common deficiency that was stunting student performance and progress. Through this work of looking deeply at multiple data sources, assessments, and target population students, it was revealed that vocabulary was the common thread of struggle with our student population. As such, our curriculum next year will support strong academic, content-specific, and day to day vocabulary building through a strong and targeted curriculum and ongoing assessments that monitor student progress and performance.

Additionally, we will continue our successes in sustaining supportive environment through continuing to support our students socially and emotionally through our Habits of Mind and embed a PBIS program that includes more celebrations and incentives. We will also continue to work to recruit the involvement of parents as partners in their child's education and to support the success of the school.

We have made significant progress around collaborative teachers. With the word "collaborative" in our school's name, we have from the start focused on creating and sustaining a culture of collaboration among all stakeholders. This year we hired a UFT Staff Developer who supported teacher teams and supported this collaborative culture. Teacher teams was subsequently a celebration area in our Quality Review.

23K363 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	144	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	N/A	# Drama	10
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	146.7%	% Attendance Rate			88.6%
% Free Lunch	95.0%	% Reduced Lunch			2.5%
% Limited English Proficient	10.0%	% Students with Disabilities			26.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.7%	% Black or African American			69.2%
% Hispanic or Latino	26.7%	% Asian or Native Hawaiian/Pacific Islander			1.7%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.5%	Average Teacher Absences (2013-14)			5.49
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	0.9%	Mathematics Performance at levels 3 & 4			2.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2013-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Student performance trends at BCMS surface the need to continue to focus on literacy as a key area. Historically, our school receives a large percentage of incoming students who score in the Citywide Lowest Third in ELA and Math. Previous years’ data has shown that 81% of 6th graders and 82% of 7th graders scored a level 1 on the NYS ELA exam; 73% of 6th graders and 82% of 7th graders scored a level 1 on the NYS math exam. Additionally, the majority of our incoming 6th grade class scored in the City-Wide Lowest Third in ELA and Math. As aforementioned, we engaged in an in depth inquiry project with our Generation Ready consultant in the 2014-2015 school year. Through this work of looking deeply at multiple data sources, assessments, and target population students, it was revealed that vocabulary was the common thread of struggle with our student population. As such, our curriculum next year will support strong academic, content-specific, and day to day vocabulary building through a strong and targeted curriculum and ongoing assessments that monitor student progress and performance. Additionally, area 1.2 on the 2014-2015 Quality Review scored a developing, thus we are looking more deeply at our assessment practices in an effort to ensure more rigorous and ongoing assessments of our students to inform instruction and support their progress.

BCMS’s focus on literacy is centered on the Framework for Great Schools. Teachers are teaching and are supported with a rigorous, CCLS-aligned curriculum (CMP3 hybrid curriculum, Teachers College Reading and Writing Curriculum, Social Studies and Science Scope and Sequence with CCLS-embedded with content standards, Arts and Physical Education courses) structured and designed to promote and reinforce strong literacy recovery and the extension of skills. The focus on school-wide literacy will support both literacy and math progress as teachers will continue to be supported, in a targeted and differentiated way depending upon their needs, around teaching a more rigorous, UDL-embedded curriculum to our students, paying close attention to student groupings, using ongoing assessments to inform instruction, and engaging in professional conversations and professional development centered on increasing the literacy achievement of our students.

Our Quality Review this year was an overall Proficient and revealed that our area of focus is pedagogy and our area of celebration is teacher teams. BCMS utilizes teacher teams as the lever to move pedagogy to effective levels as evidenced in student outcomes. Ongoing assessments drive instruction and teachers meet weekly in departmentalized teams to engage in protocols to look at student and teacher work to inform instruction based on the individual needs of our students. All support, PD, partnerships, and team meetings focus on literacy achievement and pedagogical supports required to move our students to proficient levels in literacy and math.

Our instructional model in ELA and Math is a response to the identified needs of our students and staff. We are utilizing a blended learning model with the I-Ready software program, a CCLS-aligned program that moves students through modules of learning at their individual entry points. This program enables teachers to track and monitor student progress and provide targeted interventions and direct teaching in small groups. This program is being utilized in tandem with our ELA and Math curriculum.

Science and Social Studies curriculum is a blend of thematic units, leveled text, and the WorldBook software program to support research and reference.

Part 2 – Annual Goal

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

By June 2016, 75% of teachers will engage in consistent classroom assessment practices that provide actionable data related to scholars’ progress and learning needs to inform rigorous, individualized instruction and feedback as measured by classroom observations and curriculum and student artifacts .

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

Monthly professional development to support teachers with curriculum planning and assessment practices that promote rigor and cognitive engagement

All teachers

September 2015 to May 2016

UFT Staff Developer, Principal, Assistant Principal

Weekly teacher teams engage in structured professional conversations and protocols around assessing student and teacher work to identify gaps in the instructional core, use data to inform instruction, and share practice; engage in professional research-based reading to inform rigorous practice

UFT Staff Developer provides weekly support to teacher teams and individual teachers with assessment practices

Quarterly curriculum audits and student work audits to monitor and assess evidence of rigor

Ongoing school-wide assessments (4x yearly) to monitor student progress/assess for rigor

Quarterly one-to-one data chats/goal setting admin meetings with individual teachers to monitor and support pedagogical practice and student progress

SIT Team will meet twice per month to monitor student progress and determine efficacy of intervention and student supports for SWDs, ELLs, students at risk	SIT team	September 2015-June 2016	Principal
Parent workshops around the demands of the CCLS and inherent rigor Clear communication around the performance and progress of students on a regular basis via progress reports and student led conferences	Teachers, parents	September 2015-June 2016 monthly	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
CCLS-aligned curriculum, UFT staff developer, school consultants, flexible scheduling, professional development, per diem, substitute coverage for teachers to attend PD										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
February 2016 - <u>Curriculum audit will be conducted to assess for rigor in lessons/units; student work will be reviewed to assess for evidence of rigor. Curriculum and student work products will be mapped to a school-created Rigor Rubric. Expectation is 75% of reviewed audit materials meet proficient levels according to the rubric. June audit expectation raises that number to 85%</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our School Culture average from the 2013-2014 Learning Environment Survey was 86%. 96% of parents were satisfied with the culture of the school, 77% of teachers, and 84% of students.

Social/emotional needs assessment of student surfaced the need to support them with healthy expression, conflict resolution, and the building of positive relationships with peers and adults.

Our school culture is anchored in our Habits of Mind – REACH – Resilience, Empathy, Advocacy, Collaboration, Honor. This is meant to serve as the language of our school and anchors classroom management and student support. Staff is supported with helping students internalize and exhibit our HOMs through professional development and a mentorship curriculum that is grounded in the HOMs.

BCMS engages in monthly Town Hall meetings to promote our core values and to provide students with a forum for self-expression and collective responsibility as each Town Hall is student led and focuses on a different Habit of Mind monthly.

Student clubs are embedded in schedules as are advisory periods to further support engagement and connectedness to school

BCMS will engage parents/guardians and families through opportunities such as Literacy Night, Math Night, FUNtastic Fairs, Science Fairs, Math Fairs, chaperoning of field trips, Bring Your Parent To School Days, and workshops around DEO initiatives such as Framework for Great Schools, the CCLS, and other workshops based on parent survey responses.

Part 2 – Annual Goal

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

- By June 2016, 75% of BCMS students will exhibit participation in a culture of learning, aligned with the school’s habits of mind, focused on academic achievement, self-regulation/self-awareness, and collective responsibility of our school community as measured by student and staff surveys.

-

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students will engage in weekly mentorships that promote BCMS Habits of Mind and support students with healthy and successful academic, social, and emotional habits</p>	<p>Teachers, students</p>	<p>September 2015-June 2016</p>	<p>Guidance Counselor, admin</p>
<p>Student Clubs will occur weekly on Fridays so that students can explore opportunities and talents and connect them more to their school experience and culture</p>	<p>Students</p>	<p>January to June</p>	<p>Teachers, guidance counselor, admin</p>
<p>Student-led/teacher facilitated monthly Habits of Mind/Core Value Town Hall Celebrations to promote collaboration and celebration; parent outreach for parent support and participation</p>	<p>School and parent community</p>	<p>September 2015-June 2016</p>	<p>Admin, teachers, students, guidance, parents, partnerships</p>
<p>3x yearly school-created student, teacher, and parent surveys to keep a finger on the pulse of school culture and to support school culture</p>	<p>Students, Parents</p>	<p>September 2015-June 2016</p>	<p>Guidance Counselor, admin</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Mentorship curriculum and materials, human resources -Guidance Counselor, schedule adjustments mid-year for clubs, schedule adjustments for Town Hall celebrations, flyers and powerpoint presentations</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

January 2016 – student, parent, and staff survey around school culture

February 2016 benchmark – school culture audit mapped to School Culture Rubric. 80% of culture systems at or above proficient levels according to the rubric.

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

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

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

Part 1 – Needs Assessment

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

As aforementioned, the data around student standardized test scores in ELA and Math for in the 2012-2013 and the 2013-2014 school year show a large majority of students performing at a level 1 in both ELA and Math. This is the case for the incoming 6th grade class as well. 5 returning teachers scored either ineffective or developing in the MOTP 2013-2014 results; these returning teachers have Teacher Improvement Plans (TIPs). One teacher hired from the ATR pool as provisional this year also has a TIP; her 2013-2014 MOTP score was ineffective. With a total of 15 full-time classroom pedagogues, our staff breakdown is as follows: 9 classroom teachers are in their 1st or 2nd year in the profession and 6 have 3 or more years in the profession.

As a school with many new to the DOE teachers who require support and professional development to move them toward effective classroom and pedagogical practices, we promote and sustain a collaborative culture built on shared practice, ongoing feedback, and research-based strategies and supports to increase pedagogical effectiveness to increase student outcomes.

Supporting collaboration and sharing of practice among and between teachers is paramount at BCMS. As such, we have embedded teacher team meetings by department weekly in all teacher schedules and provide opportunities for teacher intervisitations both within the school and with other schools across the network and district. Teacher Teams is highlighted as an area of celebration in our Quality Review this year and we are using this structure as leverage/a lever to promote and support strong classroom pedagogy and practices that are rigorous, cohesive, and that increase student achievement.

Monday’s professional development provides another opportunity for teacher collaboration and shared practice. We utilize this time in meaningful and relevant ways and as a response to the needs of our staff. Some sessions are differentiated based on areas of focus, while others are whole staff collaborations. We embed our topics in the Danielson Framework so that PD is streamlined, connected, and supportive of pedagogical growth as evidenced in student outcomes and professional progress.

School goals around student support and progress drive all professional development.

Part 2 – Annual Goal

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

By June 2016, 90% of teachers will increase at least 1 level in 6 collaboratively identified competencies out of the 8 identified by the NYCDOE Advance system through participation in weekly teacher team meetings using protocols for looking at student work and consultant support

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Weekly teacher team meetings to support collaboration, shared practice, and curriculum, assessment, and data practices - departmental by subject area and special education department. Engage in protocols for LaSW and LaTW, creation of common rubrics and assessments, tracking of student progress and performance at targeted points throughout the year – December, March, June</p> <p>Weekly professional development; external professional development tailored and selected based on the needs of staff;</p> <p>Ongoing needs assessment performed via observations, surveys, one to one meetings and intervisitations</p> <p>Admin and pedagogue collaborative goal setting meetings 3 times yearly</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>UFT Staff Developer, Admin</p>
<p>Data will be reviewed by teachers, AIS teams, UFT staff developer, and administrator to analyze trends in observations and student data and create action plans as required</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>UFT Staff Developer, Admin, Guidance Counselor</p>
<p>PA will be involved in conversations around trends in pedagogy and teacher areas of celebration and focus</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parents, admin, teachers</p>
<p>Intervisitations – in-house and external – teachers visit other teachers who show effective practice in collaboratively identified growth areas/areas of focus; UFT staff developer supports and debriefs</p> <p>One-to-one support meetings with admin</p> <p>BFSC Support to support target populations and sub-populations – support visits and consultant support visits</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Admin, external support providers, UFT Staff Developer</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Scheduling and scheduling adjustments, UFT Staff Developer, professional publications and articles, instructional resources, curriculum samples, assessment samples, rubric/checklist samples, protocols, surveys, Advance Evaluation system, teacher leaders, technology – GoogleDocs sharepoint											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>January 2016 – Mid-Year Checkpoint to identify teacher progress - Self-Assessment and Goal Setting meetings with individual teachers. Expectation – 100% of teachers met benchmark progress goals laid out in goal setting meeting</u>
<u>June 2016 – End of year goal meetings - 100% of teachers meet end point for each goal set in September/new goals set in January</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

2014-2015 Quality Review indicated proficient practices in supporting teacher development. The Quality Review also indicated pedagogy as an area of focus as it received a developing. This matches with last year’s Quality Review. Observations are scheduled to assess practice and provide actionable feedback around increased performance as well as celebrating strengths. BCMS is a highly collaborative environment, with professional collaborations occurring both formally and informally. Teachers meet weekly in departmental and grade level teams to collaborate, share practice, and support one another while engaging in protocols to support their practice and effectiveness. Teachers are highly supportive of one another and welcome their colleagues’ input and suggestions.

As a school with many new to the DOE teachers who require support and professional development to move them toward effective classroom and pedagogical practices, we promote and sustain a collaborative culture built on shared practice, ongoing feedback, and research-based strategies and supports to increase pedagogical effectiveness to increase student outcomes.

Our focus to do this work is around assessment practices at BCMS to ensure that instruction is targeted and meets the real-time needs as data evidences of our students. Assessments are integral in mapping and tracking student progress and performance against the CCLS and to provide data necessary to inform instruction in our efforts to support progress and raise the proficiency levels of our students.

Part 2 – Annual Goal

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

By June 2016, 75% of teachers will score at proficient levels according to the Data Driven Instruction Rubric around classroom assessment practices after engaging in a series of professional development around data driven instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development time will be used to review assessment practices and calibrate assessment practices across the school during Monday's professional learning block</p> <p>Weekly teacher team meetings to develop assessments that are valid and reliable, to analyze assessment results, and to use that data to inform instruction and interventions at the classroom level</p> <p>Quarterly (or more for targeted subgroups) school-wide assessments to track and monitor trends in performance and support interventions and action plans</p> <p>UFT staff developer will work with individual teachers and teacher teams around sound assessment practices and provide assessment support</p>	<p>Teachers, students</p>	<p>September 2015-June 2016</p>	<p>UFT Staff Developer, admin, consultants</p>
<p>Frequent (Bi-quarterly) common assessments performed for SWDs, ELLs, and at risk students to more closely track and monitor their progress and support ongoing interventions</p> <p>SIT members' analyze trends in target populations monthly</p>	<p>SWDs, ELLs, at risk students</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>PA will be involved in conversations around student performance and progress trends</p> <p>Monthly progress reports and EnGrade parent communication system (texting and online access) will provide ongoing communication around individual student progress</p>	<p>PA, parent community</p>	<p>September 2015-June 2016</p>	<p>PA, administration, guidance</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
UFT staff developer will work with individual teachers and teacher teams around sound assessment practices and provide assessment support; schedule adjustments, teacher per session, per diem, supervisor per session.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
June 2016 – proficiency in all areas of Data Driven Instruction Rubric
February 2016 – proficiency in 70% of areas in Data Driven Instruction Rubric
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

In our effort to create globally conscious students who advocate, interact, and actively participate in bettering their world, BCMS has created a community service program that both a volunteer and mandatory basis. In our support of students, some of whom require crisis management on a regular basis, we try to create a system where students are provided alternatives and options to behaviors that at times are not appropriate for school. In addition, we support our teachers with understanding adolescents and the community we serve. Last year we had a high infraction rate as evidence in the OORS system; this year we shored up our community service and guidance program to support our students with giving back to the school community on both a volunteer and mandatory (as a consequence) basis. All community members are involved in this program in an effort to reduce the number of infractions and to support the creation and sustainment of a positive school community in which all members contribute, support, and participate healthily.

Learning Environment Survey results show that stakeholders feel the school is safe and supportive. Quality Review data seconds this. We will nevertheless continue to work to shore up our Community Service program and include parent volunteer opportunities and will continue to add student leadership opportunities in the daily lives of our students.

Part 2 – Annual Goal

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

By June 2016, parents, staff, and students will further integrate civic responsibilities represented by our Guidance Counselor in collaboration with our PA committee by participation in Community Service projects as measured by 50% of community members participating in projects that support the betterment of our school community. A secondary goal is an infraction reduction of 80% in OORS. February benchmark will be 60%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Community Service program – school-based projects	All students, staff, parents	September 2015-June 2016	Guidance counselor
Tailored accommodations for our special needs children and their families to participate in the community service program	SWDs, ELLs, at risk	September 2015-June 2016	SBST, guidance counselor
PA support of the community service program and parent outreach	PA, parents	September 2015-June 2016	PA, administration
Collaborative projects with all community members' inputting ideas and suggestions	School community members, community partners	September 2015-June 2016	PA, guidance counselor, admin

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
PA committee, scheduling, community service program, PBIS materials											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, infractions entered in the OORS system will decrease by 50% as compared to last year; By February 2016, 40% of BCMS students and teachers will have participated in 1 community service project

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	After implementation of Tier 1 and Tier 2 intervention has not shown progress Review of reading benchmarks Review of school-wide assessments Attendance records Behavioral and/or social emotional concerns (ongoing)	After-school academic support; AIS instruction during the school day Strategic Reading interventions Strategy groups Guidance support; attendance outreach	Small group One to one Push in Consultations	After school During the school day
Mathematics	After implementation of Tier 1 and Tier 2 intervention has not shown progress Review of assessments (classroom) Review of school-wide assessments Attendance records Behavioral and/or emotional concerns	After-school academic support; AIS instruction during the school day Previewing and reteaching concepts and skills Math recovery	Small group One to one Push in Consultations	After school During the school day
Science	Review of student assessments Review of student work	Previewing and reteaching concepts and skills	Small group	During the school day

Social Studies	Review of student assessments Review of student work	Previewing and reteaching concepts and skills	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student is exhibiting social/emotional behaviors of concern Student reaches out to staff Parent has contacted the school about known issue/s	Guidance support Parent outreach Peer mediation Referrals for additional services when required Outside referrals when required	Small group One to one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>At Brownsville Collaborative Middle School we aim to attract highly qualified teachers. Our hiring committee consists of the school administration and teachers (representing all subject areas). During the period of time that open market becomes available and vacancies are posted, based on resumes that our school receives, candidates are selected by the school administration and hiring committee (mainly made up of teachers). Candidates are invited to the school to take part in a series of interviews. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by the administration as well as teachers. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed the committee meets to make a selection.</p> <p>Professional Development is ongoing throughout the year, and all teachers are members of at least one team to support their growth as educators. Teacher teams meet weekly at department meetings to collaborate, discuss best practices, engage in professional readings, and analyze student and teacher work. Teachers will also meet twice a week in grade teams to discuss trends and strategies across their grade to support student success – academic, social, and emotional. Throughout the year our teachers meet in differentiated study PD groups that are run by their peers and cover such essential educational topics such as: classroom management, classroom environment, and strategies for improving literacy. Our consultant, Ramapo for Children, supports teachers monthly with classroom environment and building relationships with students. Additionally, teachers self-select in a collaboration with school administration professional goals in relation to the Danielson Framework for Teaching. They are then supported with those goals throughout the year or until new goals are identified.</p> <p>BCMS administration encourages a collaborative and supportive pedagogical staff and is highly collaborative with and supportive of teachers. We brought in a UFT staff developer to serve as a strong teacher instructional support. Additionally, our weekly staff newsletter, the BCMS Bugle, supports ongoing communication and celebration of staff with staff shout outs and recognition.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>BCMS follows a Professional Development plan for teacher and paraprofessionals that was strategically created around our CEP goals, all of which synthesize to increase and support student achievement and their meeting or exceeding of the CCLS. Each session correlates to a DOE identified Danielson Competency and teachers engage in</p>

collaboration at all sessions. These sessions are mostly facilitated by school administration in collaboration with our UFT staff developer. Staff who attend external professional development sessions are invited to turnkey what they learned at Monday PDs as well.

The AP of BCMS participates in district-led AP study groups each month to support her growth, knowledge base, and effectiveness as an administrator.

The principal of BCMS participates in monthly district-led Superintendent Principal Summits that engage district principals in conversations around DOE initiatives, expectations, collaboration around shared goals, and professional growth

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers have opportunities to give input around assessments. An assessment committee is formed the spring before the current school year to identify assessments and the school's assessment calendar. Professional development occurs monthly for all staff to support strong assessment practices at BCMS. Differentiated support based on entry level is provided to teachers collectively and individually to support teachers with assessment and feedback practices. The publication [How to Give Effective Feedback to your Students](#) by Susan Brookhart supports professional development.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	137,852.00	x	p. 13, 15, 17, 20, 23
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,200,078.00	x	p. 13, 15, 17, 20, 23

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **BCMS**, 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. **BCMS** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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