

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K656

School Name:

BROOKLYN HIGH SCHOOL OF THE ARTS

Principal:

MARGARET LACEY BERMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn High School of the Arts School Number (DBN): 15K656
Grades Served: 9 to 12
School Address: 345 Dean Street
Phone Number: 718-855-2412 Fax: 718-246-2389
School Contact Person: Anthony Gonzalez Email Address: Agonzalez59@schools.nyc.gov
Principal: Margaret Lacey Berman
UFT Chapter Leader: Kevin Hyde
Parents' Association President: Philip Drysdale
SLT Chairperson: Kevin Hyde
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sharloma Coppage
Student Representative(s): Akhila Williams
Kandice Drysdale

District Information

District: 15 Superintendent: Ms. Karen Watts
Superintendent's Office Address: 1396 Broadway Brooklyn New York 11221
Superintendent's Email Address: Kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Borough Field Support Center (BFSC)

Brooklyn West Field
BFSC: Office Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-2382

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)
Margaret Lacey Berman	*Principal or Designee	
Kevin Hyde	*UFT Chapter Leader or Designee	
Philip Drysdale	*PA/PTA President or Designated Co-President	
NONE	DC 37 Representative (staff), if applicable	
Sharloma Coppage	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Akhila Williams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kandice Drysdale	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NONE	CBO Representative, if applicable	
Candace Chance-Orji	Member/Teacher	
Stephanie Nickolas	Member/ Teacher	
Robert Quinlan	Member/Assistant Principal	
Memamiye Cinque	Member/Parent	
Stacie Hook	Member/Parent	
Tony Betaudier	Member/Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Brooklyn High School of the Arts is located in Borum Hill down the street from the Barclay's Center. The school is bountiful with diverse and creative students who have the opportunity each day to not only participate in their extraordinary art, theatrical, dance, vocal, or musical talent but also to engage in a rigorous course of instruction. The staff members are extremely dedicated to this unique environment and are active in meeting the personalized needs of each student.

The mission of the Brooklyn High School of the Arts is to have the participation of the entire school community in support of the best educational opportunity for students. This includes district and school administrators, teachers, parents, and community in providing and supporting a comprehensive, rigorous academic, arts-oriented curriculum that meets the Common Core State Learning standards. At the same time, this curriculum will encourage and nurture our youth to use their words and expressions, their rhythms and sounds, their impressions and designs, their movements and actions in fulfilling their potential, their dreams and aspirations. Each student member of BSHA is expected and encouraged to actualize his/her full potential in all academic and career pursuits.

As a Well-Developed school we are grateful to be one of the few Tony Bennett Partner schools in the New York City Department of Education. With this comes amazing opportunities for our students to earn scholarships and participate in galas where Mr. Bennett himself and high-profile celebrities revel in our students' art work. He visits the school and is in awe of our community's beaming fine arts, self-portraits, and still-life art, let alone any visitor who is enraptured the moment they walk into our building. Along with being a Tony Bennett Partner School we are proud of our Advancement Via Individual Determination (AVID) program that supports nearly 200 students (with practices shared amongst the entire staff) who are traditionally underserved and underrepresented minority students who have a "college prep" course built into their schedules. This rigorous recruitment process begins in spring of freshmen year as students sign up, interview, provide writing samples, and AVID teachers use a rubric to determine eligibility in creating the sophomore cohort, the year AVID begins for students. AVID provides a laser-like focus on time management and the discussion of techniques / habits of mind, organization through the use of non-negotiable AVID binders, note-taking skills through the implementation of Cornell Notes, and the use of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. With the AVID Program we are very proud of the tight-knit relationship we've built with CUNY Hunter College and their education department (undergraduate and graduate) who sends roughly 20-30 aspiring teachers a semester who work with our AVID students (and subsequently observe and work with non-AVID students as well) as we build a tangible college milieu throughout the building. BSHA staff during the summer train these Hunter students in the methodologies of AVID and also give insights into pedagogy as a whole. The relationship with Hunter has blossomed into a pipeline of sorts whereby BSHA has hired several Hunter AVID tutors to become full-time dedicated pedagogues serving our students.

In conjunction with the growth of the AVID program BSHA's Advanced Placement program has grown 1300% in the past four years which has led to a significant authentic growth of students participating in college-level courses. The challenge of AP gives students a realistic experience of what a freshmen-level college course will feel like with trained BSHA staff members (who overlap with the AVID program as well) that is dovetailed with the AP examinations in May. Many of the AP strategies are subsequently turn-keyed during professional development, such as *Socratic Seminar*, thesis generators, and much more. The dual growth of AVID and AP has also earned BSHA a spot on renowned Washington Post education author Jay Mathews' *America's Most Challenging High Schools List* for 2015-16. We are proud to recognize the efforts of our staff, students, and parents committed to constructing an equally rigorous academic program as the arts.

Throughout the school year 40 sophomores and 40 juniors participate on Tuesday nights in an SAT preparation program run by New York Cares that sends nearly 30 full-time professionals who work with our students on strategies and other college-related activities. These professionals share their alma maters, which range from Harvard University to Yale to New York University. For a portion of the fall this opportunity is also given to about 25 seniors who have one-on-one personalized coaching with these professionals who walk them through the college application process, the college search process, filling out Common Application forms, writing personal statements, and engaging in fruitful dialogue around what it takes to be a successful college student, let alone professional. These opportunities have led to increased SAT scores, better preparation for the college admissions process, and support that students on their own volition avail themselves of. Twice a year New York Cares also works in tandem with our guidance counselors to do a FAFSA night to support parents in this meticulous process to ensure they have the support they need to in turn support their child in this ever-important phase of their lives.

Any special student populations and what their specific needs are.

We are extremely committed to serving and providing the needs of all of our students. One notable example that we are extremely proud of is the work being done by our Special Education Department and the School Implementation Team (SIT). The team is comprised of our special education teachers, our guidance counselors, two assistant principals, two general education teachers, our ESL teacher, school psychologist and social worker. This tight-knit team meets monthly to ensure meticulous attention to our special needs students and to communicate with general education teachers to turnkey the mandated accommodations and modifications for students. We have built up our special education program by an augmenting Integrated Co-Teaching (ICT) classes, scrutinizing our Individualized Education Programs (IEP) to ensure alignment to rigorous Common Core Learning Standards to ensure high expectations for all, and making strategic hires to meld a team of devoted individuals who work tirelessly to implement requisite IEP components in the classroom. In conjunction with this our Transitioning has improved greatly as each student and parent complete a Transition survey/questionnaire that serves as key data to best support students' academic and socio-emotional growth and subsequent transition to life after BHSA.

What is incredible about our school is that regardless of disability status each student has the opportunity to engage in the passion that they love, their art strand, on a daily basis. For some upperclassmen that have fulfilled prerequisite courses and are on a college-ready track might even have the chance to engage in double period arts to best prepare their portfolios for conservatory.

The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your school made the most progress over the past year, and your key areas of focus for this year.

In reference to the elements of the Framework for Great Schools, Brooklyn High School of the Arts continues to have student achievement as it's prioritized focus with every program, resource, and decision that is made. Student achievement, whether that be through quantitative data in the form of augmenting ELA Regents 75% or above passing rate or qualitative data in the form of increased college and career readiness through increased AP offerings, serves as the central lens at BHSA,

We are proud of the progress that has been made in the triad of rigorous instruction, collaborative teachers, and effective school leadership. Brooklyn High School of the Arts empowers teachers to assume the role of leaders in their classroom and the school community; this comes via the collaborative nature of the allotted professional development time not only on Mondays but in the form of small group meetings during the school day during preps and lunch that teachers avail themselves on their own volition. Collaborative curriculum-mapping that aligns standards, assessments, questions, and critical-thinking concepts is a skill that teachers pride themselves on as they incorporate rigorous instruction to incorporate Common Core Learning Standards. The English Department now offers sophomores in January the Common Core ELA Regents which this past year resulted in 88% pass rate with a high percentage attaining over a 75% as well; this paradigm shift in rigor, high expectations, and persistence to meet the needs of each student has been due to the aforementioned interweaving of rigorous instruction, collaborative teaching, and effective school leadership. The professional development team in the beginning of the school year conducted a needs-assessment for

the staff with respect to which areas they would want to focus on in the realm of professional development. This was helpful for the team to be strategic at the onset of the school year and due to the trust that had been built the administration and the professional development team collaborated together to form targeted growth areas for staff to focus on in addition to celebrations of best practice.

A key area of focus for this upcoming school year will be to convey the strides made in the Humanities into the Math and Science Department. Resources and professional development will continue to be targeted at these areas so that comprehensive gains can be made here as well.

15K656 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	875	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	5	# SETSS	N/A	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2014-15)					
# Visual Arts	30	# Music	32	# Drama	16
# Foreign Language	38	# Dance	16	# CTE	N/A
School Composition (2013-14)					
% Title I Population	63.5%	% Attendance Rate			92.0%
% Free Lunch	64.7%	% Reduced Lunch			12.4%
% Limited English Proficient	1.1%	% Students with Disabilities			10.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			70.9%
% Hispanic or Latino	21.0%	% Asian or Native Hawaiian/Pacific Islander			2.3%
% White	2.3%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.29	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.2%	% Teaching Out of Certification (2013-14)			6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			5.97
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	65.4%	Mathematics Performance at levels 3 & 4			74.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	89.0%	% of 2nd year students who earned 10+ credits			84.0%
% of 3rd year students who earned 10+ credits	88.4%	4 Year Graduation Rate			78.8%
6 Year Graduation Rate	88.1%				
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			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	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				

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.

For a needs assessment of BHSA’s academic program in response to the element of Collaborative Teaching, as mentioned earlier the Professional Development Team goals, a needs assessment amongst the pedagogical staff is conducted in September to attain the strengths and growth areas in order to strategically differentiate the adult learning. By doing this it empowers the teacher leaders running the professional development to support their colleagues which in turn help improve student achievement by the sharing of best practices and inter-visitations.

With respect to BHSA’s strengths and needs relative to this element, the school’s instructional focus has remained consistent through 2013-2014 into 2014-2015 and will be the same for 2015-2016, this being “Reading and Writing Across the Curriculum.” Last year’s central pedagogical and professional development text was *Teach Like a Champion* by Doug Lemov while the text the previous three years before that was *Collaborative Analysis of Student Learning* (CASL) by Georgea M. Langer, Amy B. Colton, and Loretta S. Goff. These texts were utilized to prepare staff for the transition into a new teacher evaluation system as well as the requisite instructional shifts for the Common Core. As mentioned previously the primary text for this school year is *Essential Questions* by McTighe and Wiggins. For the Cabinet they have read *Organizing Schools for Improvement* by Bryk, Bender-Sebring, Allensworth, Luppescu, and Easton (2010) and consistently share research articles from scholarly search engines such as ERIC, ProQuest and Academic Elite.

Administration is keen on sharing pragmatic Initial Planning Conference (IPC) Resources, such as Initial Planning Conferences, Post-conference, utilization of mentors, Danielson component-specific professional development, optional Danielson self-assessment forms during the IPC’s and other resources have been exhausted to avail teachers of multiple avenues to enhance their adaptation to the Advance framework. An instructional practice that has been utilized more often this year is the Socratic Seminar in addition to multiple graphic organizer acronyms (BAGPIPES and SPRITE for History, ICE for Humanities, etc.) to support students’ reading and writing.

The entire History Department collaboratively implements a research paper at the same time to engage students in proper formatting, writing, citing, etc. In the development of a paper that could be submitted to a college professor. Last year was the first year we did it and had great successes while learning a lot from what we would tweak going into this school year. We believe this to be a very important assessment students experience in order to become college and career ready. With respect specifically to the Danielson Framework for Teaching, observations are done with an eye to questioning, rigor, and engagement. Lesson plans should have Essential Questions and the design of the classroom lesson should promote student-centered activities. Executive functioning skills promoted throughout classrooms as well as augment academic habits of mind. This is an area where BHSA could improve to permeate these practices more pervasively.

Integrated co-Teachers (ICT) have led the charge with respect to differentiation strategies in the classroom and permeating this through grade and content teams with the rest of the staff. Through the use of SESSIS and collaboration between teachers in their respective teacher teams, accommodations and modifications via special education teachers have helped support the general education pedagogues.

Teachers have engaged in inter-visitations, through their own inclination and via feedback on observation reports in order to cultivate a professional learning community around collaborative support. This also promotes sharing best practices.

Instructional practices to promote high levels of students thinking and participation have been more turn-and-talks to enhance student voice, cold-calling to garner authentic snapshots of students' learning, more Socratic Seminars this year to engage students through questioning and text-based evidence.

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 the end of the 2015-2016 school year 100% of teachers, in their respective departments, will have implemented a research-based writing based Common Core-aligned unit of instruction that will engage students in their classes through a college and career ready assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) 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>Common Core Learning Standards-aligned research writing task with in content areas.</p> <p>Multiple research writing drafts what will enable students to peer-review one another's papers as well as self-assess all in alignment with collaboratively-created writing rubric by department.</p>	<p>All students.</p>	<p>September 2015 through June 2016</p>	<p>Professional Development Team, Teacher Leaders, Content bases pedagogical staff within their respective department, assistant principals.</p>
<p>Disaggregated strengths and weaknesses communicated to parents of all students in order to support students' needs at home and in school. Student sub-groups such as special education and ESL will be additionally supported by their respective SETSS teacher, ESL teacher, or any relevant service provider, to ensure maximization of student success throughout this task.</p>	<p>All students.</p>	<p>September 2015 through June 2016</p>	<p>Teachers and assistant principals communicating to parents.</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.											
We will use our common planning time as well as our School Based Option to make the best use of the teachers’ time to maximize their ability to work together. We will also use our Circular 6 assignments to enable staff to opt into Professional Opportunities that they have interest in as well as the value add to our school community.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will discuss during weekly common planning time to gage progress and discuss process. By mid-year teachers working together will be able to determine if the students are on target. At the mid-term mark teachers will be able to make changes in the process if that proves necessary.
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.

School leaders will continue to consistently communicate high expectations to staff and provide training to meet those expectations. Teacher teams and staff establish a culture for learning that systematically communicate a unified set of high expectations for all students and provide clear, focused feedback and personalized guidance supports.

The school’s effective communications of high expectations to staff result in a culture of mutual accountability for those expectations. Guidance and advisement will support and continue to ensure that all students including high-needs subgroups own their educational experience and are prepared for the next year.

One of the school’s goals is to help students develop independence and self-advocacy so that students are well prepared and college ready. The school is a model for the Advancement Via Individual Determination (AVID) program, which targets student in the academic middle spectrum to challenge them by working hard and working toward their fullest potential.

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.

During the 2015-1016 school year we will hire and additional full time guidance counselor increasing our number to 4 full time guidance counselor and decreasing the overall case load of each counselor. We will also increase guidance lessons for all of our students by 25%.

During the 2015-2016 school year we will continue our AVID program and increase our AVID tutors by 10%. Tutors come from a variety of colleges such as Hunter, Pratt and Long Island University to assist students with the demands of the rigorous curriculum. The program keeps in mind the individual perspective of students and staff, which allowing each to identify with the goals and motivations behind the actions of the other.

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>Additional full time guidance support for all students enabling each grade to have their own guidance counselor. Enabling the caseloads to decrease and the service to students to increase.</p>	<p>All Students</p>	<p>2015 through 2016</p>	<p>Assistant Principals, Guidance Counselors</p>
<p>Continue to maintain the AVID program and increasing the tutoring component by 10%.</p>	<p>All Students in AVID which is approx. 200 students.</p>	<p>2015 through 2016</p>	<p>Assistant Principals, AVID teachers, AVID tutors.</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>We will continue to work closely with Hunter College to make certain we have enough tutors for our students. AP Humanities will continue to train the tutors in AVID methodology. Guidance Counselors will keep logs on student contacts as well as parent contacts to make certain there is an increase in service delivery to our students and their families.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>We will conduct a mid-year check in using the logs from Guidance Counselor as well as observations of Guidance counselors to make certain there is an increase in student and family contacts and an increase in service delivery.</u></p>
<p><u>We will conduct surveys on the mid-year progress of AVID from the perspective of the student, family, teachers and AVID tutors. We will also look at teacher scholarship reports and observation feedback on the ADVANCE system.</u></p>

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.

The school’s effective communication of high expectations to staff results in a culture of mutual accountability of those expectations. Guidance and advisement supports ensure that all students, including high-needs subgroups, own their educational experience and are prepared for the next level.

Teacher teams shared that they lead professional development sessions where teachers provoke their peers with feedback, and teachers visit colleagues’ classrooms to see the implementation of the professional development. Teachers reported that they trust each other and feel comfortable visiting their peers’ classrooms because they learn from each other. They have a system in place called, *Post It Pop In* where leaders and teachers observe a teacher during a lesson and write feedback on the post it. As one teacher said, “We meet daily during our common planning time and we are always giving each other feedback and support”.

The school has a detailed professional development plan that was collaboratively created and is aligned to the Danielson Framework for Teaching as well as the school’s instructional focus, which is reading and writing across the curricula. Professional learning is facilitated by administrators as well as teachers. Teachers referenced that this change in professional learning has allowed teachers to take a much greater ownership role in sharing of best practices across all departments. The principal also shared how strengthening the collaboration has helped teachers implement the school’s instructional focus, which is evident in feedback given on teacher observations. This culture of mutual accountability for high expectations has allowed staff to better support each other during professional learning and individual free time.

Across the vast majority of classrooms, teaching strategies strategically provide multiple entry points and high-quality supports for all learners. Student discussion and work products reflect high levels of student thinking, participation and ownership.

In the vast majority of classrooms, including English language learners and students with disabilities, are motivated and actively engaged in classroom activities and discussions, resulting in the production of meaningful work products that prepare students for college and career readiness.

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 we will have an increase of 10% in credit accumulation in regents’ as well non regents’ classes. Teachers will work closely with the students and their families to keep the lines of communication open and enable families to be informed on progress and lack of progress toward passing a given class.

During the 2015-2016 school year 100% of the teachers and staff will engage in a minimum of 80 minutes of professional development each week led by teachers to enhance their instructional practice.

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: <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. 	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?
Teachers will work closely with students providing differentiation of instruction to enable student to have a deeper understanding of curriculum and pass more classes helping students to reach our goal of college and career readiness.	All Students	September 2015 through June 2016.	All Students, Teachers, Assistant Principals, Parents.
Teachers and staff will engage in varied professional development opportunities for at least 80 minutes per week. The professional development will be personalized based on teacher and staff survey. The professional development will be teacher-led, except in cases where teachers express the need for outside expertise.	All Teachers and staff.	September 2015 through June 2016.	All teachers, Staff, and the Principal and Assistant Principals.

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.										
<p>We have hired additional teachers to decrease class size so that students receive additional attention. Teachers completed a survey to determine their additional text book as well as supportive materials they need to provide the students in their class additional materials.</p> <p>The teacher professional development team has conducted a survey of teachers to understand what teachers expected in relation to professional development.</p> <p>Our SBO will enable the teachers to have 80 of professional development time on Wednesdays without having anyone in the building to potentially distract from the process.</p>										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

We will use the report cards and scholarship reports to determine the progress midyear on credit accumulation for the students. We will conduct an additional survey/needs assessment for teachers and staff to determine if their professional development needs are being met.

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.

School leaders consistently communicate high expectations to staff and provide training to meet those expectations. Teacher team and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused feedback and personalized guidance supports.

School leaders and faculty ensure curricula are aligned to Common Core Learning Standards and strategically integrate the instructional shifts. Higher order skills are emphasized in curricula and tasks in a coherent way across grades and content areas and for all learners.

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 100% of teachers who are working on a TIP plan will work closely with the Principal and the administrative team to engage in intervisitation, within the school as well as outside of the school, as well as mentoring and individualized support to move to the effective and highly effective range in their teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Additional supports as well as personalized professional development for teaching staff who are within the range of developing, to bring them to effective and high effective range.</p>	<p>All teachers who are developing and ineffective</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, Mentors, and Teachers.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will use creative scheduling, in-house mentor, outside mentors. Teachers will welcome colleagues into their classrooms for intervisitation. Additional non school based professional development where necessary.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>Mid-year conversations with teachers and mentors as well as TIP meetings and discussions in relation to the ADVANCE ratings mid-year.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Our College and career readiness percentage is low based on our recent reports. We have conducted a study, and our parents have expressed a need to receive additional training and information on College and Career Readiness. The Principal and various staff members attend monthly PTA and SLT meetings and all parents have expressed interest in deepening their knowledge around the College process.

Our Parent Coordinator will work closely with the Principal, and the PTA to attend PTA meetings and keep the parents informed concerning activities in the school as well as information concerning College and Career Readiness that may take place before, during or after school.

Our Guidance Counselor will send emails out every Monday to parents, the emails will contain information concerning; College fairs, financial aid events, scholarship opportunities, information on school related issues, meetings, and report card distribution so as to keep the parents informed on events at our school.

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 we will have a 25% increase in attendance at PTA meetings as well as informative seminars that we sponsor for the parents on various topics with emphasis on information concerning College and career readiness.

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: <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. 	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?
We will conduct brief interview and survey all parents when they walk into our building to attempt to understand how we can incorporate additional parent and families into the day to day workings of the school. As well as to develop a greater understanding pertaining to what the parent really need from the school.	All Parent	September 2015 through June 2016	Principal, Assistant Principals, Secretaries, and Parent Coordinator.
Guidance Counselors will work more closely with our families sharing critical information as well as update the student's progress for the families.	Parents, Guidance Counselors and Students	September 2015 through June 2016.	Principal, assistant Principals, Guidance Counselors and Parent Coordinators.

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.										
Hiring an additional Guidance Counselor will enable the staff to have a division of labor that will permit greater parent contact. Title 1 parent involvement funding can be used in consultation with the PTA to fund additional parent seminars providing parents with opportunities to learn and become more knowledgeable in the area of College and Career Readiness.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>At the mid-year point we will review the guidance counselor's logs to determine if there has been an increase in parent contact. We will also determine if all of the guidance lessons that we had scheduled were completed and</u>

conduct a survey of the student to see if the increase in guidance counselor contact has made a difference in their perceived college and career readiness.

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)	Students who are in the lowest third of the class. Low standardized test grades, teacher and or parent recommendations.	Second English support class.	Small group between 15 and 18 students. Small group tutoring with English teacher or AVID tutor.	During the school day as well as select lunch periods. After school and Saturday sessions.
Mathematics	Students who are in the lowest third of the class. Low standardized test grades, teacher and or parent recommendations.	All 9 th and 10 th graders will receive an extra period of Math instruction. 11, and 12 grade will receive an extra period where necessary.	Small group under 25 students.	During the school day, as well as select lunch periods. After school and Saturday sessions.
Science	Students who are in the lowest third of the class. Low standardized test grades, teacher and or parent recommendations.	After school tutoring, as well as tutoring during select lunch periods and extra time to complete labs.	Small group under 25 students.	During the school day after school and select Saturdays.
Social Studies	Students who are in the lowest third of the class. Low standardized test grades, teacher and or parent recommendations.	After school tutoring as well as tutoring during select lunch periods.	Small group under 25 students.	During the school day, as well as after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who may be exhibiting at risk behaviors, which can include but are not limited to, chronic lateness or absences from school and or class. Students who may be cutting, using drugs or alcohol.	Our four Guidance Counselor, One full time social worker, one part time social worker, will offer any at risk student, at risk services.	One to one counseling, or small group counseling which ever is most appropriate at the time for the student or students.	Before school, during school and after school. As soon as we become aware of the need for these services.

	Students who may be homeless.			
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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>1. Rigorous Multi-Tiered Process (Recruitment): Our hiring process includes various steps in order to attract and maintain HQT's. We begin with attending diverse job fairs, posting on Idealist, and emailing our job posting to various list serves. From there we invite potential candidates to an Open House where they are able to interact with DOE staff, GSS staff and students. The participants are able to engage in conversation about the youth development principles and pedagogy.</p> <p>2. From the open house we invite select candidates to interview. The interview includes: a classroom observation, a mock lesson with post-observation, a group interview with the committee, and a writing sample.</p> <p>3. From this process we have been able to hire exceptional candidates that believe in our mission.</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).
New teachers will all receive a mentor teacher to work with during their first two years. Weekly PD with our coach who is also a Senior Common Core fellow. Weekly PD with Assistant Principal to enhance Common Core Tasks and alignment. Teachers, AP's paraprofessionals and the Principal will have the opportunity to take advantage of all PD offered by the Central Department of Education.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Does not apply.

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.

During our 80 minutes of PD time once a week and our Common Planning time as well as our Circular 6 options teachers will be able to discuss options with colleagues as well as the administration team. Teacher teams will be able to have deep conversations concerning these options and make the selection that is best for the teachers and the students that they serve.

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	538,230.00	X	p.16, p.18
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,110,004.00	X	p.13,p.16, p.18,p.21,p.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) Template

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. **The Brooklyn High School of the Arts**, 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. **The Brooklyn High School of the Arts** 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) Template

The Brooklyn High School of the Arts, 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.