



COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

Low-Performing Student Group Schools Implementation Plan, Section I

School Year 2023-2024

Baltimore City: Baltimore Collegiate School for Boys

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Sections II-V, listed below, are each broken out into separate fillable files within school-level folders. For a school-based plan to be considered for approval, all 5 sections must be complete.

- Section II: Literacy 3-year Goal and Supporting Strategies..... Complete in Section 2 document, located within school folder.**
- Section III: Math 3-year Goal and Supporting Strategies..... Complete in Section 3 document, located within school folder.**
- Section IV: Wholeness 3-year Goal and Supporting Strategies..... Complete in Section 4 document, located within school folder.**
- Section V: Budget and Attestations..... Complete in Section 5 document, located within school folder.**

Section I: Resource Allocation Review and Goal Identification

Reimagining the use of **talent, time, resources**, and a combination thereof is an essential part of the Blueprint for Maryland's Future, and a necessary component in supporting school improvement. The Every Student Succeeds Act also obligates us to **critically evaluate where resource inequities**—the misalignment of resources to the real areas of need—have caused gaps in school performance and left critical needs unaddressed or under-addressed.

These CSI plans are the mechanism for detailing how we will **recognize, address, and rectify those inequities**—with support and collective effort from Central Offices, from MSDE, from Community Members and Partners—in order for students and schools to be successful. These foundational elements are core components in the CSI Implementation Plan and all schools are required to consider, respond, and expand on opportunities at the school level for reimagining and **accurately realigning** the use of talent, time and resources. you work through the guidance and questions in this plan, stay focused on how these structures can be more equitably aligned to advance the achievement of students in your identified low-performing Student Group.

Inequity Analysis: Talent

PERSONNEL STRUCTURE

Ensuring that students are provided with the best possible option for instruction, identify areas where prior-year data outcomes informed a staffing decision, and name any additional supports or monitoring associated with those data-driven moves. Give your rationale for core staffing positions. Clarify targeted blocks where coteaching can be observed.

There are new appointments in our school administration, including a new principal, assistant principal, and two educational associates. Additionally, we have hired four teachers per content team to cover each core subject. Our aim is to ensure that each class has a maximum of 25 students. Furthermore, we have also appointed a new IEP chair to support students with individualized education plans.

Upload: Organizational chart (identify grade band structure and supports, leadership supporting committees and teams, in addition to leadership model), Staffing Roster (all full-time, part time, and contractual staff)

STAFFING DISPARITIES

Access to a well-rounded curriculum and credit for completion of a well-rounded curriculum are two areas evaluated on the Maryland State Report Card. When considering staffing for the upcoming school year, identify any vacancies by grade level and subject. Share your plan to ensure that state assessed content is taught by a certified teacher or conditionally-certified teacher, or a qualified long-term substitute. Clarify the number of out-of-classroom positions and the plan to leverage them for Math, ELA, Science, and Social Studies.

BCSB is in compliance with having a well-rounded curriculum. All state assessment content areas are taught by either a certified or conditionally-certified teacher.

Currently, we are missing a 6th grade science teacher an enrichment (Technology teacher).

CORE PARTNERS IN THE WORK

Identify core partnerships that support your school community based on the school’s identified needs. Share how partners can support school goals including the number of individuals directly connecting to your school because of the partnership.

Name of Partnership	Area of Support	Goal	Describe Support	Persons Directly Involved
<i>(Ex. Northrop Grumman)</i>	<i>(Ex. STEAM and Family Support)</i>	<i>(Ex. Support STEAM programming and involvement)</i>	<i>(Ex. STEAM Family nights, STEAM Fest, and funding for extended day learning opportunities)</i>	<i>(Ex. Person Y from Northrop with our Science Coach)</i>
Outpatient Mental Health Clinic	SEL	Enhancing attendance, behavior, and academics.	One-on-one and group counseling with students.	School Social worker

Inequity Analysis: Time

EFFECTIVE SCHEDULING

Where has your team previously missed opportunities to maximize instructional time, and how will you shift your use of time in future daily activities? Share key components in your master schedule and grade level schedule. Clarify how the master schedule was designed to reflect these needs.

The class schedule is 55 minutes long to maximize instructional time. There are Math and ELA intervention blocks per day. Previously, there were multiple different schedule adjustments due to staffing vacancies, teacher certification concerns, loss of teachers in the middle of the academic year, decisions to provide equality in seat time across all contents. Schedules were changed to accommodate the needed changes mentioned above, and to ensure students were appropriately accommodated aligned to student class count and staffing changes.

Upload: *Master Schedule, Grade-Level Instructional Schedule (clear expectations for time blocks and identification of small group and intervention learning opportunities should be evident).*

TIME SUPPORTING INSTRUCTION

How are the schedules of all out-of-classroom personnel focused on student achievement? Describe how and when leadership observes, gives feedback, co-plans, and co-teaches with teachers. Ensure your school year calendar shows any events or activities that alter the instructional day.

Personnel outside of the classroom are providing assistance to teachers in various areas including professional development, curriculum support, data analysis, and identifying and addressing gaps in student understanding of standards.

Upload: *School Calendar (reflecting any events or activities altering the instructional day), Professional Development Plan (integrating action steps and professional development across this plan's 3 goals).*

FAMILY ENGAGEMENT SUPPORTING INSTRUCTIONAL TIME

Describe your strategy for engaging families around the critical resource of students' time in school (attendance, tardies, early dismissals, etc.) Who will lead engagement efforts, and how will they be ongoing? How will you track success?

Clear communication: We have an open line of communication with families which includes emails, newsletters, and flyers. There is a dedicated section on our website that provides parents with information on our attendance policy, importance of punctuality, and the process for early dismissals. Students with ongoing attendance issues are notified daily via Infinite Campus which send them both an automated call and text. Students with good attendance records are recognized via quarterly award ceremonies.

TIME AND STRATEGIES FOR SUPPORTING A SAFE AND LEARNING-FOCUSED SCHOOL CULTURE

Share an overview of how a safe, learning-focused school culture will be supported at key transition points in the day: Morning Entry, Lunch, and Dismissal. Clarify how non-teaching staff will be leveraged. Consider leveraging staff with formal authority in key areas, transition times, and for lunch coverage as needed to ensure a positive school culture.

The school entrance is welcoming with staff members who greet students and families daily with a friendly demeanor. We have a daily morning meeting at the conclusion of breakfast for all Gents. During this time students share shoutouts and set goals for the day. Safety protocols are enforced by our climate and culture team who have designated areas where they provide support to teachers during arrival/dismissal, transitions, lunch, and recess.

Upload: *Entry/Exit Post Plan*

ACCESS TO WELL-ROUNDED CURRICULUM

If your school did not receive 100% of points possible in the Access to Well-Rounded Curriculum component of the Maryland Report Card, describe below your plan to ensure that all required courses are offered.

Data Analysis: We conduct thorough analysis of the current curriculum and course offerings during our weekly content meetings to identify areas where the school fell short of receiving the 100% points of the Maryland Report Card. Professional Development: We provide professional development opportunities for teachers to ensure that they are qualified and equipped to teach the required courses. This includes in person/online trainings and access to resources.

Inequity Analysis: Resources

MONEY

After analyzing possible inequities in how school-based resources were previously allocated, what changes have you made to how funds will be spent so that they align better to core identified needs? Give the rationale for any funding allocations that will remain in place.

Money has been allocated towards positions that have a direct impact on teaching and learning (ex. 2 education associate positions). There has been a consistent turnover in teaching positions over the past number of years. Due to the need of teacher development and retention, we invested in coaching and leadership positions with the intention of supporting our teachers with professional development and capacity building (ex. Fishtank, i-Ready, and Lavinia training).

Remaining funds will be allocated towards supplies, materials and programming that will support with core instruction.

TEACHER SUPPORT

How are resources being leveraged to support teacher retention and development?

Collaborative Planning Time: We allocate time and resources on a weekly basis for team members to collaborate across grade levels and content grade level teams. During this time, team members have time to work together on curriculum development, lesson planning, data analysis, and sharing best practices. Feedback and Evaluation: We have a constructive teacher evaluation system that provides feedback to assist with both personal and professional growth for our team members.

OPPORTUNITIES FOR UNIQUE PROGRAMS

Share information on any unique programs being developed to support your students. What resources will be available to support the development of this program?

Johns Hopkins University: provides tutoring services for our Gents in Grades 4-8 at Pratt Library; transportation services are included for our Gents in Grades 4-5 (twice a week). Arts for Learning: Artists from all over the city come to our school to open doors for joy, creativity, and discovery through dance, music, storytelling, visual arts, and drama. Bio Eyes Program: provides a science education classroom based learning program through the use of live zebrafish.

Leveraging Concentration of Poverty Grant Funding

CONCENTRATION OF POVERTY GRANT (CPG) COMMUNITY SCHOOLS

<p>Is your school the recipient of a CPG Personnel Grant this school year? (if you answer “No,” skip to page 12)?</p>	<p>Yes</p>
<p>Does your school currently have a Community School Coordinator and a professional Health Care Practitioner?</p>	<p>Our school has a full-time Baltimore City Public Schools Community School Coordinator. Nursing services are provided by a full-time CNA working under a Registered Nurse that circulates between 3 schools.</p>
<p>Is your school the recipient of a Concentration of Poverty Per-Pupil Grant this school year? If yes, which year of eligibility?</p>	<p>Our school receives the CPG Per-Pupil Grant and is in Year 1 of eligibility for School Year 2023-24.</p>

COMMUNITY SCHOOL COORDINATOR

Summarize how your Community School Coordinator contributes to the overall school improvement effort at your school.

Community School Coordinators contribute to school improvement through increasing family engagement in learning, identifying resources to students, families, staff, and community members, and coordinating partners to support student success. Our community school coordinator does this by:

- Serving on school level teams (Attendance, Instructional Leadership Team, School Family Community Council, School Wellness, Culture & Climate) where they review data and create evidence-based strategies for improvement
- Managing resources such as our uniform closet, food pantry, clothing pantry, and school supply distributions
- Coordinating partners including community associations, faith-based partners, afterschool and mentoring partners, and more to support student success
- Organizing family and community events to build engagement in learning (e.g. Multicultural Night, Family Literacy Night, etc.)

Our Community School Coordinator is an active member of our school community, serving as a member of our ILT team, the lead for our Attendance Committee, and a key member of our Student Success Team. As a member of our ILT team, our Community School Coordinator

USE OF PER-PUPIL CONCENTRATION OF POVERTY GRANT FUNDS (YEAR 1 OR 2)

Based on your Community School Needs Assessment and Implementation Plan (if applicable), what wraparound services or other supports will assist in helping students, families, and the community thrive? Share how resources including partnerships, CPG funds, and other community resources will be leveraged in support of your CSI School Implementation Plan Goals.

CPG funds are utilized to support school improvement through paying for employee services including a Community School coordinator through University of Maryland lead agency. The CPG also supports an ed associate who supports with the implementation of the CSI strategies as identified within our plans.

USE OF PER-PUPIL CPG FUNDS (YEAR 3 OR MORE)

If you have received CSI Per-Pupil Grant Funds for **three or more years**, please provide details around your continuous improvement efforts when utilizing these funds.

N/A

ATTENDANCE AND CULTURE SUPPORTS

Describe any investment your team has made to cultivate a welcoming environment that promotes a sense of belonging amongst all stakeholders. Are there staffing considerations that can support this effort? Are there any specific programs or community partners that can support this effort? How will CPG funds be used to support these two areas?

The CPG fund is currently being used to fund community school partnerships therefore, strategies around supporting attendance and culture have been developed. We have engaged with an outpatient mental health clinic that has been supporting our gents with attendance, behavior, and academics. Additionally, we have an incentives program for attendance and culture.

Goal Identification: 3-year SMART Goals

DIRECTIONS: Based on CSI identification, each school shall develop goals that are specific, measurable, achievable, realistic and time-bound.

- **Specific:** Goals must be clearly delineated
- **Measurable:** Ensure the goal is measurable, and progress toward attainment of the goal can be tracked
- **Achievable:** MSDE ESSA Growth Goals were designed as achievable goals on an annual basis. These goals are required and specific to each school.
- **Realistic:** The goal must relate to the school's CSI status and the assessment for measuring progress
- **Time-bound:** Ensure the timeframe is appropriate and tied to the ESSA growth target expectation in SY 2025-26

Low-performing CSI schools shall develop goals for Literacy, Math, and Wholeness

All goals will remain consistent for the 3-year timeframe of Comprehensive Support and Improvement, with intervention strategies reviewed for adjustments annually. Goals should align to [ESSA annual targets](#) (see page 6, section 4) specific to each school.

All CSI school plans will be rooted in the evidence-based strategies of:

- Data-Driven Instructional (DDI) Cycles, and
- Intensive Intervention or tutoring during the school day.

These core evidence-based strategies were selected in alignment with [LEA Blueprint Implementation Plans](#) (see Pillar 3 sections 3.1.3 and 3.2.1). They will be leveraged to support adult actions and student outcomes across each of the three goal areas (Math, Literacy, and Wholeness). CSI school plans create **the roadmap for implementation**—based on the findings of the Needs Assessment, Root Cause Analysis, and Resource Inequities Analysis—in order to achieve their overarching school improvement goals.

These two strategies interweave to support a school culture that is driven by growth, responsive to need, and rooted in collaboration and celebration around what works for students.

GOAL 1 - LITERACY

The Literacy Goal must anchor in the baseline **percentage of all students that scored proficient or above** on the Spring 2022 MCAP English Language Arts (ELA) assessment.

(Ex. The percentage of students scoring proficient or above on the MCAP ELA assessment will increase by 10 points over the next 3 years, from a baseline of 15% to a target of 25% in SY 2025-26 which aligns to our ESSA annual target for SY 2025-26.)

The percentage of elementary students scoring proficient or above on the MCAP ELA assessment over the next 3 years will increase from a baseline of 1.85% to 36.63%, aligning to our ESSA annual target for SY 25-26.

The percentage of middle school students scoring proficient or above on the MCAP ELA assessment over the next 3 years will increase from a baseline of 11.39% to 42.58%

GOAL 2 - MATH

The Math Goal must anchor in the baseline **percentage of all students that scored proficient or above** on the Spring 2022 MCAP Math assessment.

(Ex. The percentage of students scoring proficient or above on the MCAP Math assessment will increase by 10 points over the next 3 years, from a baseline of 15% in SY 2021 -22 to a target of 25% in SY 2025-26 which aligns to our ESSA annual target for SY 2025-26.)

The percentage of elementary students scoring proficient or above on the MCAP Math assessment over the next 3 years will increase from a baseline of .92% to 37.77%, aligning to our ESSA annual target for SY 25-26.

The percentage of middle school students scoring proficient or above on the MCAP Math assessment over the next 3 years will increase from a baseline of 3.81% to 37.84%

GOAL 3 – WHOLENESS (E.G., ATTENDANCE, SCHOOL CULTURE AND CLIMATE)

The Wholeness Goal must anchor in **one** of the following baseline data points:

- Attendance,
- Maryland School Survey results (Educator and/or Student Survey),
- Students not chronically absent (attending at a rate of 90% or better),
- Teacher retention, or
- Unique school need (pending MSDE approval)

If your school has developed or is in the process of developing a Concentration of Poverty Community School Implementation Plan, this Wholeness goal should mirror a goal in that plan.

(Ex. The schoolwide student attendance rate will increase by 8 points over the next 3 years, from a baseline of 85% in SY 2021-22 to a target of 93% in SY 2025-26)

(Ex. Teacher Retention for SY 2021-22 was at 85% for our school; we will increase this by 8% to reach 93% by SY 2025-26.)

(Ex. For SY 2021-22 our Maryland School Survey identified a student safety rating result of less than 60%; for SY 2025-26 we are targeting a rate of 80% or higher)

The school will decrease the Chronic Absence rate from a baseline of 54.3% in SY 21-22 to a target of 44% in SY 25-26.