



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HAWTREE CREEK MIDDLE SCHOOL

DBN (i.e. 01M001): 27Q297

Principal: DR. MAUREEN HUSSEY

Principal Email: MHUSSEY2@SCHOOLS.NYC.GOV

Superintendent: MICHELLE LLOYD-BEY

Network Leader: DANIEL PURUS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Maureen Hussey	*Principal or Designee	
Jennifer Apicello	*UFT Chapter Leader or Designee	
Julette Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jon Enriquez	Member/ Teacher	
Despina DeLuca	Member/ Guidance Counselor	
Tania Riera	Member/ Teacher	
Jose Vargas	Member/ Parent	
Patricio Freire	Member/ Parent	
Jasmin Jackson	Member/ Parent	
Odessa Leitch	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 20% of students in the lowest third, as identified by the 5th grade NYS State Math Test, will show a 3% increase in the results in a comparison of the 2014 Grade 6 Math Spring Baseline Assessment from the 2013 Grade 6 Math Fall Baseline Assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The identified need that generated this goal was based on trends (students' area of improvement) from data compiled and analyzed by the math teachers. The data shows a need to build students' computational skills in order for students to understand the concept behind the skill. In turn, this will strengthen students' ability to apply those skills to solve higher order, real world math problems.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implementation of the Workshop Model as the lesson format to ensure gradual release of responsibility in mastering daily learning targets.
2. Implementation of differentiated instruction and tiered lessons on a daily basis to meet the needs of all students.
3. Scaffolding CCLS tasks to support students ability to independently solve extended response questions.
4. Embedding Common Core Sample questions throughout daily lessons and assessments.
5. Hiring two math teachers to provide students with eight sections of math per week.
6. Daily common planning for teachers to collaboratively plan lessons and CCLS aligned units of study, and to assess data from daily assessments (using exit slips) and unit assessments (using mid and post assessments).
7. Implementation of the Danielson Rubric to identify and support development of teacher pedagogy.
8. Teachers provide students with specific feedback and suggestions to improve work through the use of teacher-created rubrics that are aligned to the curriculum.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal provides weekly PD that engages teachers in new learning and best practices to support implementation of goal.
2. Principal meets weekly with individual teachers to provide one-on-one instructional support and differentiate teacher's professional development.
3. Principal meets weekly with each department to engage in common planning around curriculum mapping; analyzing daily, weekly and unit data; and looking at student work.
4. Conduct peer observations based on the Danielson rubric to improve teacher pedagogy.
5. CFN math coach provides teachers with classroom support and guidance with curriculum mapping and implementation of Engage NY and Connect Math.
6. Teachers attended Summer PD for CMP3 (Connect Math); the supplemental math curriculum.
7. Teachers attended AVID Conference over the summer which focused on improving teacher pedagogy through the implementation of inquiry, collaboration, reading and writing.
8. Teachers attend PD throughout the year provided by CFN.
9. Principal conducts SFO's and provides feedback to teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will use data compiled daily, weekly, mid-unit and end-of-unit to evaluate student progress individually and collectively.
2. Consistently analyzing data and identifying trends enables teachers to evaluate effectiveness of the teaching and learning in order to inform their instruction and to plan for daily differentiated instruction.
3. Informal observations provide the principal with low-inference data on instruction in order to prepare PD that meets the individual needs of teacher and the collective needs of the staff.
4. Weekly check-ins between principal and teacher allow the principal to provide differentiated and guided support on a weekly basis. This time ensures that the teacher is focusing on individual goals; ensures that the teacher is implementing school-wide initiatives presented during weekly PD; and provides the teacher with one-on-one

coaching/time with the principal.

5. Improvement in this goal will impact student performance in math as well as all content areas, as the ability to access prior knowledge and solve multi-step problems is a rigorous expectation across all areas of learning based on the CIE's and CCLS's.

D. Timeline for implementation and completion including start and end dates

1. August 2013 through June 2014
2. Pre-Assessment given in August
3. Mid-Year Assessment given in January
4. End-of-year Assessment given in June
5. For each unit there is a pre-assessment, daily checks for understanding, daily assessments in the form of exit tickets, mid-unit assessments, quiz(zes), and end of unit assessment to monitor student progress and mastery.
6. Weekly common planning provides time for consistent updates and modifications to curriculum maps and daily lesson plans.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Two math teachers were hired to provide students with eight periods of math a week.
2. Daily common planning
3. Teachers use a school-based assessment system aligned to the Engage NY modules to identify strengths and needs to measure progress over the course of the school year.
4. Daily and weekly embedded professional development
5. External Professional Development aligned with the instructional vision of the school and to support teacher growth.
6. Per session funds to support PD, math enrichment, and AIS.
7. Implementation of the NYS aligned Engage NY math curriculum and the NYC aligned CMP3 math curriculum as supplemental resource.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. HCMS implements an advisory program that requires every student to have an advisory and be part of the same advisory during the three years they are a student at HCMS. The Advisory teacher is the primary contact for parents to reach out to with any questions or concerns regarding their child's academic and/or behavioral performance.
2. School created mid-quarter progress reports are sent home.
3. The school website provides parents with current school information and keeps parents informed of events at HCMS.
4. Parents are invited to a Quarterly Parent Breakfast.
5. Parent Education Sessions are offered prior to PA meetings. Topics include Common Core Instruction/How I Can Help My Child in Math/in ELA).
6. Student-Led Conferences take place twice a year and are an opportunity for students to articulate to their parents what and how they are learning in each content area.
7. Teachers' contact information is available on the school website; on content area specific correspondence that goes home; and on progress reports and report cards.
8. Parents will be/are invited to visit classes on specific days to engage in actual lessons with their child. ("A Day in the Life of an HCMS Student.")

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 20% of students in the lowest third will show an increase of 3% from the 2013 NYC ELA Baseline Assessment to the 2014 school-created ELA Diagnostic.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal was identified based on a pre-assessment given in August and on qualitative/quantitative data that identifies this skill as an area of improvement for students. The goal is to increase student performance on constructed responses by accurately citing text evidence and using details from specific test to support cited text. Student will increase their performance on the ELA Baseline Assessment by one level according to two criteria on the rubric which both address organizing, citing, and supporting text evidence.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implementation of the Workshop Model as the lesson format to ensure gradual release of responsibility in mastering daily learning targets.
2. Implementation of differentiated instruction and tiered lessons on a daily basis to meet the needs of all students.
3. Scaffolding CCLS tasks to support students ability to independently solve extended response questions.
4. Embedding Common Core sample questions, from Engage NY, throughout daily lessons and assessments.
5. Incorporating dialectical strategies to support students' ability to analyze how particular lines contribute to story development.
6. Hiring two ELA teachers to provide students with eight sections of ELA per week.
7. Daily common planning for teachers to collaboratively plan lessons and CCLS aligned units of study, and to assess data from daily and unit assessments.
8. Teachers incorporate checks for understanding and exit tickets within daily lesson plans to assess student and modify instruction.
9. Teachers provide students with specific feedback and suggestions to improve work through the use of teacher-created rubrics that are aligned to the curriculum.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal provides weekly PD that engages teachers in new learning and best practices to support implementation of goal.
2. Principal meets weekly with individual teachers to provide one-on-one instructional support and differentiate teacher's professional development.
3. Principal meets weekly with each department to engage in common planning around curriculum mapping; analyzing daily, weekly and unit data; and looking at student work.
4. Teachers observe each other for guidance, clarity, to improve on best practices, and to provide each other with constructive feedback.
5. CFN ELA coach provides teachers with classroom support and guidance with curriculum mapping and implementation of Expeditionary Learning.
6. Teachers provide feedback and next steps for students.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will use data compiled daily, weekly, mid unit and end of unit to evaluate student progress individually and collectively.
2. Consistently analyzing data and identifying trends enables teachers to evaluate effectiveness of the teaching and learning in order to make appropriate modifications for daily differentiated instruction.
3. Informal observations provide the principal with low-inference data on instruction in order to prepare PD that meets the individual needs of teacher and the collective needs of the staff.
4. Weekly check-ins between principal and teacher allow the principal to provide differentiated and guided support on a weekly basis. This time ensures that the teacher is focusing on individual goals; ensures that the teacher is implementing school-wide initiatives presented during weekly PD; and provides the teacher with one-on-one coaching/time with the principal.
5. Improvement in this goal will impact student performance in ELA as well as all content areas, as the ability to cite text evidence and support that evidence is a rigorous expectation across all areas of reading and writing.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. Pre-Assessment given in August
3. Mid-Year Assessment given in January

4. End-of-year Assessment given in June
5. For each unit there is a pre-assessment, daily checks for understanding, daily assessments in the form of exit tickets, mid-unit assessments, quiz(zes), and end of unit assessment to monitor student progress and mastery.
6. Weekly common planning provides time for consistent updates and modifications to curriculum maps and daily lesson plans.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Two ELA teachers were hired to provide 8 sections of ELA per week.
2. Daily common planning
3. Weekly individual teacher check-in and departmental common planning
4. Embedded Professional Development
5. External Professional Development
6. CFN support from ELA coach
7. On-site mentoring
8. Per-session funds to support PD and mentoring

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. HCMS implements an advisory program that requires every student to have an advisory and be part of the same advisory during the three years they are a student at HCMS. The Advisory teacher is the primary contact for parents to reach out to with any questions or concerns regarding their child's academic and behavioral performance.
2. School created mid-quarter progress reports are sent home.
3. The school website keeps parent provides school information and keeps parents informed of events at HCMS.
4. Parents are invited to Quarterly Parent Breakfasts.
5. Parent Education Sessions are offered prior to PA meetings. Topics include Common Core Instruction/How I Can Help My Child in Math/in ELA).
6. Student-Led Conferences take place twice a year and area an opportunity for students to articulate to their parents what and how they are learning in each content area.
7. Teachers' contact information is available on the school website; on content area specific correspondence that goes home; and on progress reports and report cards.
8. Parents will be/are invited to visit classes on specific days to engage in a lesson alongside their child. ("A Day in the Life of an HCMS Student")
9. Parents were invited to take part in "Celebration of Reading" Week and assist with week-long Scholastic Book Fair.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of teachers will achieve one level of improvement for Indicator 3B of the Danielson Rubric from each teacher's first informal observation to each teacher's sixth informal observation.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal is set to strengthen and improve teacher practice through site-based embedded professional development. This goal will include a cycle of reflection to action

activities framed around each teacher's IPC goal of improvement on Danielson's Indicator 3B. This goal is framed around implementing the Citywide Instructional Expectations; educating teachers around the Danielson Framework and new Evaluation System; and to promote collegiality, collaboration and professionalism among a brand new staff. Advance will be the tool used to measure professional growth and pedagogy. The cycle of reflection to action is focused on teachers' self-assessment and individual action plan to improve their practice over the course of a school year. The caliber of questioning and discussion will improve and promote higher order thinking which will bolster student performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers attended Summer PD around the Teacher Evaluation System and Danielson Rubric.
2. Teachers took part in a 3-day AVID conference in July that included improving pedagogy through the effective incorporation of inquiry, collaboration, reading and writing.
3. Teachers took part in school-based PD that analyzed the Danielson rubric in order to construct individual goals.
4. Teachers met individually with principal to discuss individual goals and create a plan as to how those goals will be met and what evidence will be provided.
5. Weekly individual teacher check-ins provides teachers with one-on-one time and differentiated professional development that addresses individual modifications to practice.
6. Weekly common planning to assist teachers in lesson planning and curriculum planning.
7. School-based embedded PD framed around teacher needs based on informal observations and individual goals.
Teachers are provided with monthly "Instructional Non-Negotiables" (scaffolded instructional expectations that include: accountable talk, Cornell Note-taking, Inquiry, Student Dialogue, Process of Learning boards, Student-Led Conferences) to guide teachers in prioritizing school-wide instructional initiatives.
8. Principal will conduct SFO's and provide teachers with feedback.
9. Principal has "open-door policy" to work with teachers, provide guidance, feedback, and support when needed.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal will provide weekly PD around instructional initiatives identified through CIE's and informal observations.
2. Principal will meet with teachers individually to monitor progress, provide guidance, and provide differentiated PD for teachers.
3. Principals will meet weekly with departments to guide and assist with curriculum planning and lesson planning aligned to CCLS and CIE's.
4. Principal attends monthly PD provided by CFN.
5. Talent coach, provided by CFN, provides guidance and support with implementation of Advance System.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers and principal will evaluate progress on a weekly basis.
2. Teachers will reflect on progress and make appropriate modifications in daily lessons plans and curriculum maps.
3. Principal will conduct informal observations and class visitations to provide effective feedback aligned with Danielson Rubric.
4. For each reflection cycle, teachers will analyze instructional moves using original goal plan and the Danielson Rubric to engage in a self-reflection that compares/contrasts professional growth.

D. Timeline for implementation and completion including start and end dates

1. September thru June
2. Initial Reflection – October
3. Reflection 1 – December
4. Reflection 2 – February
5. Reflection 3 – April
6. Reflection 4 - June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Implementation of 50 minute blocks of PD on a weekly basis.
2. Standing schedule of weekly individual meetings between principal and teacher.
3. Cycles of peer observations created to provide teachers the opportunity to observe each other.
4. Opportunities to reflect (written and verbal) on new learning, PD, individual strengths and areas of growth to assess individual growth.

5. Provided/providing staff with embedded PD around CIE's, monthly instructional non-negotiables, and teacher needs based on informal observations.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Student-Led Conferences
2. Parent-Teacher Conferences
3. Parent Celebrations
4. Parent Volunteer opportunities (i.e. Scholastic Book Fair)
5. Parent Education Sessions are offered prior to PA meetings. Topics include Common Core Instruction/How I Can Help My Child in Math/in ELA).
6. Student-Led Conferences take place twice a year and area an opportunity for students to articulate to their parents what and how they are learning in each content area.
7. Teachers' contact information is available on the school website; on content area specific correspondence that goes home; and on progress reports and report cards.
8. Parents will be/are invited to visit classes on specific days to engage in a lesson alongside their child. ("A Day in the Life of an HCMS Student")

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	After school session 2X a week Before school tutoring Lunch time tutoring program Learning Support Classes 3x a week	Small Group Instruction One-on-One support Small Group Instruction Small Group Instruction	After school Before school During the school day During the school day
Mathematics	After school session 2X a week Before school tutoring Lunch time tutoring program Learning Support Classes 3x a week	Small Group Instruction One-on-One support Small Group Instruction Small Group Instruction	After school Before school During the school day During the school day
Science	After school session 2X a week Lunch time tutoring program	Small Group Instruction One-on-One support	After/ before school During the school day
Social Studies	Lunch time tutoring program	Small Group Instruction One-on-One support	During the school day During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling services provided by the Guidance Counselor At-risk counseling services provided by school psychologist Advisory program	One-on-One support One-on-One Support Small Group	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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>Recruitment</p> <ul style="list-style-type: none"> • Informational sessions to expose potential recruits to our staff culture and expectations. • Review open market and attend DOE hiring fairs. • Connect with potential candidates through CFN human resources manager. • New hires will be appropriately licensed for the position they will serve. Whenever possible, new hires will be dually licensed in a content area and special education. <p>Retention</p> <ul style="list-style-type: none"> • Mentorships • Individual weekly check-in meetings with principal to discuss goals, plans, concerns, strategies, and ways to improve teacher practice. • Embedded professional development that is differentiated to fit the needs of each teacher and includes common planning, weekly PD, peer observations. • External professional development provided by CFN, AVID, CITE and Ramapo Children's Center • Provide qualified staff with opportunities to develop capabilities for future administrative roles. • Development of a collegial, collaborative and professional community. • Maintain an open door policy. <p>Assignments/Programming</p> <ul style="list-style-type: none"> • Master scheduling that includes daily common planning. • Reduced class size in testing subjects by hiring two math and two ELA teachers. <p>Support</p> <ul style="list-style-type: none"> • Maintain documentation for Highly Qualified Teachers to remain professionally certified • Secretary and Principal will work closely with the network HR person to ensure that teachers who are not highly qualified meet all deadlines and required documentation.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Principal provides weekly PD that engages teachers in new learning and best practices to support implementation of goal. • Principal meets weekly with individual teachers to provide one-on-one instructional support and differentiate teacher's professional development. • Principal meets weekly with each department to engage in common planning around curriculum mapping; analyzing daily, weekly and unit data; and looking at student work. • School-based embedded PD which includes: weekly PD, common planning time, individual check in time with teachers, peer observations, cycle of "reflection to action" for each teacher, external PD aligned with school's mission and vision (Danielson, AVID, Ramapo Children's Center). • Teachers attended Summer PD around the Teacher Evaluation System and Danielson Rubric. • Teachers took part in school-based PD that analyzed the Danielson rubric in order to construct individual goals.

- Teachers met individually with principal to discuss individual goals and create a plan as to how those goals will be met and what evidence will be provided.
- Weekly common planning to assist teachers in lesson planning and curriculum planning that will address CIE's and the Danielson Framework.
- School-based embedded PD framed around teacher needs based on informal observations and individual goals.
- Providing teachers with monthly "Instructional Non- Negotiables" (scaffolded instructional expectations) to guide teachers in implementing school-wide instructional priorities).
- Monthly principal meetings presented by CFN provides professional development around specific leadership and instructional topics and initiatives.
- Collaboration with talent coach to support the implementation of the Advance System.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We currently have no students that fall into this category. However, we provide services which consist of, but are not limited to:

- Personal/clothing/hygiene items
- School supplies
- Counseling
- Transportation assistance

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

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.

- Summer PD on Common Core Standards, Danielson and MOSL provided teachers with information to make informed decisions on content area specific assessment to be given.
- PD is/was provided on creating CCLS aligned curriculum and assessments that provide teachers with specific information to make informed instructional decisions.
- Daily common planning and weekly teacher check-ins allow teachers and principal to discuss best practices in daily/unit assessments and discuss preparation and effective lesson planning for standardized assessments.
- Weekly PD addresses compiling data, using that data to make informed decisions, the use of protocols to analyze student work.

TA Schools Only

Use of Program Resources

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

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your 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 our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

- providing parents with mid-quarter progress reports that detail student's progress in each area overall grade (e.g: classwork, homework, assessments, notebook);
- providing parent with a "parent syllabus" prior to the introduction of each unit in each content area that provides information on CCLS, resources to help their children, assessment dates;
- 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 our school community;
- inviting parents to take part in their child's Student-Led Conference twice a year.

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 dedicated staff person to serve as a liaison between the school and families. This staff member will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. This staff member will keep a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;

Our 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;
- 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;
- providing parents with various opportunities to provide feedback through the use of surveys, questionnaires and reflections.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 297
School Name Hawtree Creek Middle School-MS 297		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Maureen Hussey	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher N/A	Guidance Counselor Despina DeLuca
Teacher/Subject Area Jennifer Apicello	Parent type here
Teacher/Subject Area Alex Parker	Parent Coordinator type here
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	90	Total number of ELLs	1	ELLs as share of total student population (%)	1.11%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	1									1
Total	1	0	0	0	0	0	0	0	0	1

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							0							0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1							1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here:
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Paste response to question here:

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here:
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Hawtree Creek Middle School opened its doors in September 2013. There is currently one ELL student enrolled. At this time, we are actively working with DOE Human Resources to secure a highly qualified, F-status, ESL teacher. In the interim, our general education staff has received professional development and training around ESL teaching strategies and scaffolding provided by our New York ESL Coach, CFN 208. We are also reaching out to neighboring elementary schools to locate an ELL teacher who will possibly be able to split time with our school. The following process was followed for the identification of the newly admitted ELL student.

The steps followed for the initial identification of students who are possibly ELLs begins with the Home Language Identification Survey (HLIS) which is filled out by the parent or guardian of the student in questions. When the parent or guardian enrolls his or her child in our school, if the parent or guardian cannot speak English or Spanish, outside translation services are provided. An informal oral interview is also conducted with the parent and student. According to the information documented in the HLIS, our staff determines whether or not a student is eligible for the LAB-R test. Eligible students (those who have a language other than English indicated at least once on the first part of the HLIS, and at least twice on the second part of the HLIS) will then be tested within the first ten days of admission to the school to determine proper placement.

Parents are invited to an ELL parent orientation which provides information on the NYCDOE ELL programs, hosted by the school. The sessions are available in the native language, and parents ultimately choose which program is the most appropriate for their children. Letters are sent home by the school to notify by parents about initial entitlement to services and continued entitlement. With the initial entitlement letter, parents also receive the parent survey from and program choices provided by the DOE in their native language by mail. The school also make sure that the parents return the parent surveys and program selection forms and they attend information sessions through phone and email contact. At the information sessions, parents are able to read brochures in their native language which describe NYCDOE ELL programs. They also watch the DOE ELL Parent informational DVD describing the program choice in English and in their native language. The parent then completes and turns in his or her completed parent survey and program selection from the the designated ESL coordinator. The original copy is then filed.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Paste response to questions here:

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All students currently attend extended day including the ELL population. ELL's, like other students, also benefit from a strong advisory program. Students meet with advisors twice weekly on both social emotional and academic issues. Advisories help students learn to become advocates in their own learning.

There are currently no language electives.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

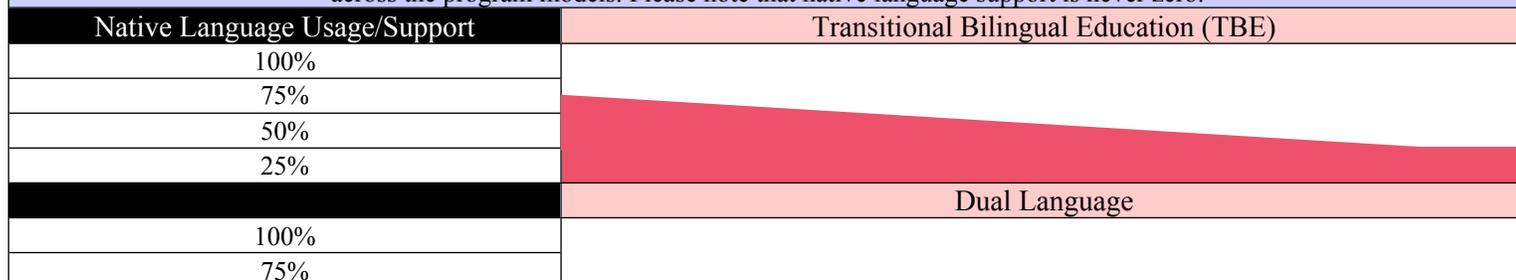
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Although HCMS is a brand new school, we work actively with our Network Team, CFN 208, to provide staff development to our teachers. ESL teaching strategies are provided by our network ESL Coach on an ongoing basis.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Although Hawtree Creek Middle School does not currently have a Parent Coordinator, the school has a tremendous amount of parent involvement. We have received support from parents who actively volunteer to help in various activities such as: School Leadership Team, Parent Association, helping with Open House, and Book Fairs. Parents enjoy being a part of school life and have a voice in decision-making.

As a brand new school, without a parent coordinator, some of the several ways in which we communicate with parents is through correspondence sent home, our HCMS website and monthly newsletters. We also have parent celebrations in order to introduce student's work and anticipate workshops to provide parents with diverse, topic-specific workshops.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: Hawtree Creek Middle School

School DBN: 27Q297

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Maureen Hussey	Principal		12/6/13
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Jennifer Apicello	Teacher/Subject Area		12/6/13
Alex Parker	Teacher/Subject Area		12/6/13
	Coach		1/1/01
	Coach		1/1/01
Despina DeLuca	Guidance Counselor		12/6/13
	Network Leader		
	Other		1/1/01