

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

DBN: (i.e. 01M001):

06M209

School Name:

HAMILTON GRANGE MIDDLE SCHOOL

Principal:

BENJAMIN LEV

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: Middle School Number (DBN): 06M209
School Type: Public Grades Served: 6
School Address: 500 West 138th Street New York, NY 10031
Phone Number: 212-281-6184 Fax: 212-234-4903
School Contact Person: Benjamin Lev Email Address: blev@theHamiltonGrangeSchool.org
Principal: Benjamin Lev
UFT Chapter Leader: Shakira Lleras
Parents' Association President: Christina Jurado and Rosa Valerio
SLT Chairperson: Shakira Lleras
Student Representative(s): N/A

District Information

District: 6 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway New York, NY 10033
Superintendent's Email Address: Mramire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 611 Network Leader: Deborah Schaefer

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Benjamin Lev	*Principal or Designee	
Shakira Lleras	*UFT Chapter Leader or Designee	
Christina Jurado	*PA/PTA President or Designated Co-President	
Arlene Gomez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Luke Bolton	Member/UFT	
Yael Perelis	Member/UFT	
Paul Manzi	Member/UFT	
Patricia Quijano	Member/Parent	
Yesenia Suazo	Member/Parent	
Nelsida Taveras	Member/Parent	
Fanny Mujica	Member/Parent	
Maribel Arias	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Hamilton Grange Middle School (06M209) is a new middle school established in September 2014 to serve the needs of families in the Hamilton Heights community of West Harlem. The school has proven to be a welcome addition to the southern end of District 6, particularly after years of parents and neighborhood stakeholders petitioning the City to create a school that would serve their children and students throughout the middle grades in the M192 building.

In this, Hamilton Grange's inaugural year, the school will serve only students in grade six. In 2015-2016, grade 7 will be added, and in 2016-2017, grade 8 will be added and the school will have met its full capacity of approximately 240 – 255 students. Currently, there are 73 students enrolled at the school, most of whom have matriculated from PS 192 and PS 325, the two schools which share space with Hamilton Grange within the M192 campus. Due to a dwindling fifth grade population within the building (currently there are only two fifth grade classes in total between both elementary schools), Hamilton Grange has opened its doors to parents and students throughout the district at numerous open house gatherings throughout the fall to ensure a diversity of students and families, and strong enrollment numbers.

Hamilton Grange Middle School is a unique addition to the City's public middle schools for several reasons, none more important than the school's focus on building knowledge and critical thinking while simultaneously developing students' character.

In order to build knowledge and critical thinking, the school community has identified argumentative writing as its instructional focus. To equip students to write well argumentatively, students must be careful close readers, analyzers of text, and be able to convey their thoughts effectively, first verbally, and then in writing. In short, the preparation necessary to write well argumentatively supports students in becoming effective readers, writers and speakers, the triumvirate of foundational skills necessary to meet and exceed the expectations of the New York State Common Core Learning Standards and achieve success in middle and high school, college and career.

What elevates argumentative writing as a form of composition superior to that of either informational or narrative writing is that it requires students to be well-informed about a topic. In other words, argumentative writing is made superior in its potential to catalyze a rigorous curriculum because it requires students to build a deep knowledge of the content being studied by students. This is true because to form an opinion on a topic, students must have read divergent opinions on that topic and explored texts offering multiple perspectives of the same content. It is only after they are armed with this background knowledge that they have the content necessary to put their critical thinking skills into practice, analyzing what they have read to create their own understandings, form an opinion, and make a claim (both verbally and in writing) supported with evidence from the texts they read throughout the unit of study.

As mentioned above, character development is a key area of focus for the Hamilton Grange school community. Middle school is a time of dynamic change and growth as students mature into adolescence and the early teen years. Oftentimes, this growth can be challenging as students search for their identity as students and socially with their peers. To provide direction and better support during this period of growth, each student at Hamilton Grange attends a Character Development class daily. Like all content area classes at Hamilton Grange, Character Development is designed as a literacy class around large amounts of reading, writing and speaking. The content however, teaches students around the six Hamilton Habits of self-control, tenacity, compassion, unity, justice and service. Research shows us that the character traits of self-control and tenacity predict success in high school, college and careers more accurately than IQ tests or even college entrance exams like the SAT and ACT. At Hamilton Grange, we cultivate these traits in our students through the Character Development class, our weekly Character Progress Reports for each student, and through our advisory structure – a class in which students work with the same advisor and same group of students

throughout their three years of middle school to build strong and trusting relationships with at least one adult and a small cohort of students that they feel comfortable relying on and confiding in throughout their time in middle school. Together with building content knowledge understandings and critical thinking through argumentative writing and a focus on literacy throughout the content areas, the character development system at Hamilton Grange is the driver for success in both secondary and post-secondary education and future careers.

The demographics of the school during the 2014 – 2015 school year are as follows:

- Total Enrollment – 73 students
- 45% of our students are English Language Learners (ELL), 5% are former ELL
- 27% of our students are classified as Students with Disabilities (SWD)
- 84% of our students qualify for free lunch, 92% for free or reduced price lunch
- Our students are 82% Hispanic/Latino, 14% Black or African-American, and 4% White.
- 10% of our students are currently overage

The strengths of Hamilton Grange Middle School in this first year revolve around the deeply committed staff that has put in countless hours of planning and preparation to create the systems, structures, curriculum and daily lessons necessary to provide rigorous instruction in the classroom, and also attend to the social and emotional needs of their students. The curricula in math, science, art, debate, and character development are teacher-created and revised daily to meet learners where they are currently situated along a vast spectrum of performance.

A character progress report has supported students' ability to practice self-control and be tenacious when faced with challenges. Each period, students are awarded points for their ability to illustrate self-control and tenacity. At the end of the week, these points are aggregated and during Monday morning advisory, students are given their reports from the previous week and are led through a reflection activity with their advisor to determine how they can leverage their strengths to improve upon the challenges that they experienced during the previous week. This character progress report system is the Hamilton Grange version of Positive Behavioral Intervention and Supports (PBIS). As students accumulate points for their ability to exhibit self-control and tenacity they are able to redeem those points for magazine subscriptions, books, school supplies, and dress down days.

Despite only opening three months ago, the Hamilton Grange community is proud of its myriad accomplishments. From two weeks of professional development for each staff member this summer to the creation of the Comprehensive Education Plan (CEP) this December, Hamilton Grange stakeholders have had much to celebrate.

Hamilton Grange considers the relationship between students' families and the school to be of paramount importance. The school also believes in creating agency within students and their families and supporting student reflection, goal-setting and overall character development. For this reason, the school has jettisoned traditional parent-teacher conferences in favor of Student-Led Conferences (SLC). Twice during the school year, the school invites students and their families to attend formal conferences at which students reflect on their academic and character progress thus far and their goals for the coming marking period. SLC are attended by the student, parent/guardian, advisor, members of the student's advisory, and other adult community members. While the advisor facilitates the meeting, the student is in charge. During the conference students lead their families through a portfolio of assignments culled from academic classes. Students justify grades in each class by referencing specific assignments. Students also complete self-evaluations of their performance in each class and share them with their families. Students are held accountable for their progress when they explain their areas of strength and areas in need of improvement. The tone of the conference is positive with a focus on what can be done to ensure success as opposed to what has been done poorly. **At the first ever SLC this November, Hamilton Grange boasted a 99% attendance rate for students and their parent/guardians.** Despite this success, Hamilton Grange asked parents to fill out a survey documenting what they liked about the SLC and what could be done differently next time. While parents were overwhelmingly supportive of the new style of conference, several parents hoped to have the opportunity to speak to other teachers even after hearing their child's presentation. In response to this request, teachers used their devoted parent outreach time on Tuesday afternoons to call the parents that requested appointments.

Community Involvement, whether in the form of SLC, Open Houses, or partnerships with Community Based

Organizations, has been a great strength of the school. Catering to a curious District 6 community, Hamilton Grange opened its doors to elementary school parents and students during the months of November and December, hosting over 150 students and parents during the first round of the middle school application process. It was also that during this time, the school established strong and lasting partnerships with community organizations and universities to provide students and their families with the most comprehensive school experience possible. Highlights of the aforementioned collaborations include, but are not limited to:

- **Columbia University Debate:** Twice per week, each student at Hamilton Grange attends a debate class taught by professors and doctoral students from Columbia University. The students learn the skill of argumentation and receive practice in support in the reading, writing and speaking that help constitute the school's instructional focus and best prepare students for college and careers. The teacher student ratio for this class is approximately 1:5.
- **Creative Art Works (CAW):** Twice per week, each student at Hamilton Grange attends an art class taught by professional teaching artists. These teaching artists collaborate with the humanities teacher to design an arts curriculum that complements and supplements the humanities. The teacher student ratio for this class is approximately 8:1. Wednesday afternoons are also home to the CAW afterschool art club. Before the winter break, all students received a CAW backpack overflowing with art supplies that they could take home and use to create art outside of the school day.
- **America Scores New York (ASNY):** Wednesdays and Thursdays, boys and girls alike participate in after school soccer practice and games, competing against other area middle schools. On Fridays, the program shifts to a creative writing focus in which students create poetry that they recite at an end of semester poetry slam.
- **Harlem Educational Activities Fund (HEAF):** To further students' ability to be ready for the area's best high schools and later college, Hamilton Grange partners with HEAF to provide a Saturday enrichment program to students in ELA and math. During July, students attend class at HEAF Monday through Friday in ELA, math, engineering, and French. Throughout the year, students are mentored by their older HEAF peers and visit various colleges and universities throughout the middle Atlantic and northeast United States.
- **Mt. Sinai/St. Luke's and the Heritage Health Clinic:** Families opting into this partnership benefit from full medical, dental and mental health services provided at the clinic inside of the school, meaning that parents/guardians do not have to take days off from work and students do not have to be removed from academic classes in order to make their medical, dental and mental health appointments.
- **Urban Advantage and General Electric:** The science department at Hamilton Grange has teamed up with Urban Advantage and General Electric (STEM grant Funding) to incorporate a rich STEM curriculum into the school and provide students with access to cultural institutions and museums at no cost to their families.
- **The Fashion Foundation:** 100% of Hamilton Grange students were provided with all of their school supplies for the year thanks to a generous gift from The Fashion Foundation.
- **Laptop Computer Lab:** Thanks to Columbia University, the school has a laptop computer lab for school and student use.
- **Generous Donation from the Roberts Foundation to fund the school's greatest needs**
- **CHAMPS:** Hamilton Grange students benefit from soccer, basketball and volleyball thanks to this partnership.
- **Columbia University's Millennium Cities Initiative:** Hamilton Grange's female students will be Skyping with their peers in Kisumu, Kenya to exchange ideas and share their lives, perspectives and cultures.

Creating a middle school to serve the community has been a challenging and rewarding experience for staff, students, community partners and parents alike. Coordinating the structures and procedures for a school that has never existed prior to this year has proven time consuming and at times, perplexing. These obstacles have been exacerbated by the limitations of a small operating budget and inevitable issues around shared space and scheduling in a building housing three different schools. But none of that has led the Hamilton Grange community off of its course. With hard work and persistence, Hamilton Grange students will become anything that they want to be, an idea lived each day inside the school. Students and staff are instilled with the understanding that their success is not predestined, but is wholly dependent on their effort. Students understand that they will not allow themselves to be deterred by setbacks, because they see them as inevitable, and as opportunities for great amounts of learning and growth.

At Hamilton Grange, having a goal, knowing what is needed to reach that goal, and persevering in the attainment of that goal is the true mark of success.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The need that generated this goal was derived from an examination of the item analysis of the New York State English Language Arts exam, the constructed response portion of the New York State mathematics exam, the New York State English As A Second Language Achievement Test, The Teachers College Reading and Writing Project Running Records and teacher-created baseline assessments in reading and writing, science, and math.

This analysis identified that our students exhibited difficulties writing both coherently and effectively. A revamped curriculum was borne out of this recognition and a rigorous writing component was integrated across the ELA/humanities, math, science, character development and ESL curricula. Argumentative writing was chosen because effective argumentative writing is dependent on myriad skills, namely: the close reading of a text to delineate and evaluate the argument and specific claims (Common Core [CC] Reading Standard 8), the gathering of relevant information from multiple sources, assessing the credibility and accuracy of each, integrating the information while avoiding plagiarism (CC Writing 8), and drawing evidence from literary or informational texts to support analysis, reflection, and research (CC Writing Standard 9). This not only is the basis for meeting CC Writing Standard 1, but also CC for Mathematical Practices standard 3, constructing viable arguments and critiquing the reasoning of others.

Our strengths in this area are most prominent in our math, science, special education and ESL departments where our most veteran teachers have begun to create their own curricula that while aligned to the Common Core, also are customized to the needs of the wide range of learners in the school. Due to the large population of ELL, SWD, and students reading and writing far below grade level, the creation of this more individualized curriculum is necessary to ensure students can actively engage in the material and activities and are motivated to love learning.

The school community believes that in order for students to successfully meet and exceed the expectations of the New York State Common Core Learning Standards, each classroom, regardless of content area, must be treated as a literacy class. In order to build knowledge and critical thinking, the school community has identified argumentative writing as its instructional focus. To equip students to write well argumentatively, students must be careful close readers, analyzers of text, and be able to convey their thoughts effectively, first verbally, and then in writing. In short, the preparation necessary to write well argumentatively supports students in becoming effective readers, writers and speakers, the triumvirate of foundational skills necessary to meet and exceed the expectations of the New York State Common Core Learning Standards and achieve success in middle and high school, college and career.

What elevates argumentative writing as a form of composition superior to that of either informational or narrative writing is that it requires students to be well-informed about a topic. In other words, argumentative writing is made superior in its potential to catalyze a rigorous curriculum because it requires students to build a deep knowledge of the content being studied by students. This is true because to form an opinion on a topic, students must have read divergent opinions on that topic and explored texts offering multiple perspectives of the same content. It is only after they are armed with this background knowledge that they have the content necessary to put their critical thinking skills into practice, analyzing what they have read to create their own understandings, form an opinion, and make a claim (both verbally and in writing) supported with evidence from the texts they read throughout the unit of study.

Part 2 – Annual Goal

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

By June 2015, 75% of Hamilton Grange students will improve their abilities to write argumentatively one proficiency level as measured by a rubric aligned to Common Core Writing Standard #1.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Writing Consistent with the educational research found in the study from the Alliance of Excellent Education, “Writing to Read,” teachers will be expected to employ writing strategies that have shown to have a strong correlation with developing students’ reading and thinking abilities.</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ Having students respond to text by answering open-ended questions ▪ Having students summarize what they read ▪ Teaching students to note take about what they read (or during a listening passage) using Cornell Notes ▪ Teachers will work to improve a writing rubric by studying and using grade level exemplars. ▪ Teachers will be trained in the scoring and feedback of student writing around a Common Core aligned rubric ▪ Teachers will regularly provide students and parents with results of writing assessments and next steps for improvement ▪ Principal will provide teachers with common forums to examine samples of student work. As a result, teachers will come to agreements on interpretations of ratings against common criteria. ▪ By January, teacher teams will come up with writing pieces that teachers agree illustrate exemplary writing on grade level. These exemplars will be used as tools for writing instruction. ▪ Teachers will engage students in debate activities so as to develop their ability to respond to arguments verbally and, then, in writing. 	<p>All students will be targeted through lessons in each of the content areas.</p> <p>All stakeholders will participate in this work.</p>	<p>Beginning in summer and continuing throughout the year.</p>	<p>Implementation: all teachers.</p> <p>Oversight: Principal</p>
<p>Reading</p>			

<ul style="list-style-type: none"> ▪ Through teacher constructed grade level examinations, students will improve their abilities to respond to higher order critical thinking ▪ questions, based on grade level text material. <p>Teacher Teams</p> <ul style="list-style-type: none"> ▪ To provide grade level teacher teams with protocols to assist them in using assessment results in the area of writing as a means of identifying instructional practices that will elevate student performance. ▪ Based on writing assessments and rubric criteria, to develop data collection and aggregation tools so students’ results can be viewed by individual, subgroup, class and grade level perspectives. ▪ The teacher team will identify (through research or best practices) specific instructional strategies to elevate student outcomes, work together to improve practice (developing criteria for practice, visiting and feedback to colleagues, coach visits, supervisory observations) to gauge whether selected strategies have impact. 			
<ul style="list-style-type: none"> ▪ Teachers will receive training and support on developing questions that spark students’ critical thinking skills. ▪ In grade level meetings, teachers will work together to develop critical thinking questions in response to common readings and scaffolds and supports that allow all learners to access the grade level curriculum to read and write effectively. ▪ Clubs designed to target subgroups of students will meet twice each week to target the needs of subgroups of students in need of further support 	All stakeholders	Beginning in summer and continuing throughout the year.	Implementation: all teachers. Oversight: Principal
<ul style="list-style-type: none"> ▪ Progress reports will be sent home regularly outlining the work being done in class. ▪ Student Led Conferences ▪ Open Houses ▪ School news regarding units of study, curriculum and student performance regularly updated on PupilPath, the school website, and the school’s Facebook page ▪ Student created newsletters ▪ Teacher created newsletters (using Tuesday parent outreach time) to keep the community abreast of students’ curricula 	All students and their families	Beginning in summer and continuing throughout the year.	Implementation: all teachers. Oversight: Principal
<ul style="list-style-type: none"> ▪ These efforts to make the work within the school as transparent as possible, as well as the systems put in place to increase family involvement mentioned above will build the trust that is essential to creating a team of various stakeholders that can progress student learning throughout the school. 	All stakeholders	Ongoing	Implementation and oversight : All stakeholders

Part 4 – Resources Needed

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

Resources needed to implement the above action plan include time set aside for teacher collaboration, per session monies for work done outside of school hours, staff sets of books used in *Asking Better Questions* and *Focus* book studies, and all instructional staff members.

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

The midpoint benchmark for this work will be February 2015 when the school will aggregate and analyze results from the winter interim writing assessments. At this point, a minimum of 45% of students should have made gains in their abilities to write argumentatively.

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

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

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Middle school is a time of dynamic change and growth as students mature into adolescence and the early teen years. Oftentimes, this growth can be challenging as students search to establish a social and academic identity with their peers. These challenges and uncertainties can lead to disillusionment and disengagement in academic work. As evidenced from data collected through the first three months of the school year, a lack of engagement in the classroom can lead to learning deficits and decreased classroom participation. According to research by Martin Seligman and Angela Duckworth found in *How Children Succeed*, the academic behaviors that support engagement in the classroom predict success in high school, college and careers more accurately than IQ tests or even college entrance exams like the SAT and ACT. Hamilton Grange aims to cultivate these traits in students through the Character Development class, weekly Character Progress Reports for each student, and through our advisory structure – a class in which students work with the same advisor and same group of students for three years of school. While strong school wide strategies exist to support tier I students, baseline data from tier I interventions illustrates that more support for tier II and tier III students is necessary.

Part 2 – Annual Goal

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

By June 2015, 75% of Tier II and III students (as measured by their inability to meet the minimum requirements necessary to obtain a “medal” on their weekly character progress report during baseline data collection) will reach at least “bronze level” 2 out of every 3 months through the teacher team’s development and implementation of strategies for addressing behavior and supporting engagement for Tier II and Tier III students .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • To provide direction and better support during this period of growth, each student at Hamilton Grange attends a Character Development class daily. This class is designed to teach and support the academic behaviors (known as “Hamilton Habits”) that constitute the metrics on the 	All students	Ongoing throughout the year	Implementation: all teachers. Oversight: Principal

<p>character progress reports.</p> <ul style="list-style-type: none"> • Teachers will compose behavior anecdotal information for all exceptional behaviors, both productive and off-culture and enter them into PupilPath/Skedula to notify parents/guardinans and the principal. • Students will receive a score from their teacher for each class that they attend throughout the day. This scores will reflect their self-control, tenacity and compassion during the class. At the end of each class, students will give themselves a score for the aforementioned behaviors. • Each Monday, in morning advisory, students will receive their aggregated character progress report data from the previous week. If they obtain 70 – 79% of the possible points they have reached bronze level and will receive one “Hamilton.” If they obtain 80 – 89% of the possible points, they have reached silver level and will receive two Hamiltons. If they receive 90 or more percent of the possible points for the week they will receive 5 Hamiltons. Hamiltons can be saved up to purchase dress down days, magazine subscriptions, books for the library, and school supplies. Students who average one of the aforementioned levels at the end of each month will be honored with their name on the Character Honors board outside the main office. Once students have received their reports they will identify their areas of strength and areas for growth from last week’s data to set a goal and action plan for the coming week. • Students will receive buttons that they can wear on their uniform when they attain Gold/Silver/Bronze levels. • Incentives will be tied to student success (Columbia Scavenger Hunt, attendance at field trips and games). • Photos on website/Facebook/Instagram illustrative incentive trips and student success • Hamilton Points – School Store • Principal and effective teachers will lead the team in professional development around classroom management and management of off-culture behaviors 			
<ul style="list-style-type: none"> ▪ The teacher team will use Monday professional development to assess student motivation and to determine why Tier II and III students are unsuccessful in the above mentioned program and to better inform parents of their children’s progress. ▪ Any student who fails to meet bronze level or higher for two consecutive weeks will have a meeting with their parent/guardian and the principal. At this meeting a new goal will be created and an action plan created and signed by parents/guardians, principal and student. Any students not meeting the goal in the week after the meeting with their parents/guardians and the principal will be given a revised character progress report focusing on the area in need of the most growth that they must have signed by their teacher at the end of each period. A 70% minimum mark will be necessary to participate in extracurricular events and remove the student from this heightened support. 	<p>Tier II and III students, all parents</p>	<p>Beginning in October and ongoing throughout the year.</p>	<p>Implementation: all teachers. Oversight: Principal</p>

The most challenging students will receive Behavior Intervention Plans (BIP) after a Functional Behavioral Assessment (FBA) is completed by a special educator on staff.			
<ul style="list-style-type: none"> Parents will receive a weekly progress report each Monday that they must sign and return acknowledging their child's progress and their role in the child's action plan. 	All parents	Ongoing throughout the year	Implementation: all teachers. Oversight: Principal
<ul style="list-style-type: none"> The above mentioned system, particularly the great efforts taken in meeting with parents to devise Tier III levels of support for the students experiencing the least amount of success in the program will build trust throughout the school community and further the belief that all students can learn and be successful. 	All stakeholders	Ongoing throughout the year	Implementation: all staff. Oversight: Principal

Part 4 – Resources Needed

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

- Character progress reports and goal setting templates
- Student/Parent/Teacher surveys
- *Teach Like A Champion* text
- Functional Behavior Assessments and Behavior Intervention Plans
- Supplies for school store
- Google Drive for record keeping
- Monday meetings

Part 5 – Budget and Resource Alignment

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

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

NYSTL

Part 6 – Progress Monitoring

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

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

The midpoint benchmark for this work will be February 2015 when the school will aggregate and analyze results from both teacher observations, anecdotal data on PupilPath/Skedula and character progress reports. At this point, a minimum of 50% of identified Tier II and Tier III students should have made at least bronze level in two out of every three months measured.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

13.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
	<ul style="list-style-type: none"> ▪ As a new school, Hamilton Grange has brought together a team of educators, composed of novice and veteran teachers alike, for the first time in this 2014 – 2015 school year. ▪ As a new school, no prior structures have existed to set a precedent for professional development and collaboration, nor to create a culture of respect and continuous improvement within the school community. ▪ In order to build a culture around teaching and learning, it is essential that all staff believe that all students can learn, and that they do so best when creating their own understandings through reading, writing and speaking. ▪ The inaugural class of HGMS students’ proficiency level in ELA and math was very low: only 4% of students were proficient in ELA and only 11% of students were proficient in math, tremendous progress is necessary to close the achievement gap. ▪ Work generated by teacher teams when they are engaged in grade level collaborative inquiry meetings to analyze student data derived from common writing assessments (both formative and summative end-of-unit) leads to student improvement. The examination of this data will identify student needs/areas of concern and catalyze revision to existing curriculum and instructional practices for individuals, subgroups, and the students as a whole.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, teacher teams, organized by grade and/or departments, will engage in collaborative inquiry using a Tuning or Charette Protocol twice per month to analyze data, identify student needs and implement instructional practices that accelerate student learning as evidenced by an increase in class averages on unit exams across content areas.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

<ul style="list-style-type: none"> ▪ Teachers will meet 2 times a month (Monday/Tuesday after school professional development) to engage in collaborative inquiry. ▪ During these training sessions, teachers will learn to identify student needs based on data, to implement instructional strategies that accelerate student achievement and to monitor the effectiveness of such strategies by administering common writing assessments developed collaboratively. ▪ Teachers will read professional articles and engage in discussions meant to deepen their professional practice. Instructional strategies will be selected based on cited effectiveness. ▪ The principal will model the facilitation of professional learning team meetings and introduce the use of protocols. ▪ Teachers will become facilitators of professional learning teams and will naturally engage in the process of collaborative inquiry. 	All staff	September, then ongoing throughout the year	All staff will be responsible for implementing and overseeing this work.
<ul style="list-style-type: none"> ▪ Inquiry work will alternately engage in different students, csubgroups and classes to ensure that all students needs are being considered and met by instructional practices and supports throughout the school. 	All staff	September, then ongoing throughout the year	All staff will be responsible for implementing and overseeing this work.
<ul style="list-style-type: none"> ▪ Parents will be further involved in this work through Student Led Conferences; during the conferences students will present the work that they were most proud of and that which challenged them the most, illustrating their learning journey, informing their parents/guardians, and enlisting the important adults in their lives in support of their academic goals. ▪ A Parent Association will be established ▪ A School Leadership Team will be established ▪ The staff wil present numerous open houses to parents and the larger community throughout the year to celebrate student work and better inform the community of the school’s unique culture characteristics. 	Parents and Guardians	Three times during the year: November, March, and June	All advisors and the principal will be responsible for overseeing and implementing this work.
<ul style="list-style-type: none"> ▪ Student Led Conferences are the ultimate tool for building trust and agency within students, parents, and the rest of the school community because students are afforded the opportunity to convey their own learning throughout the marking period, justify their grades and effort, and create a plan with their advisor and parent/guardian for leveraging their strengths to shore up their areas for focus. ▪ Additionally, parent surveys from the SLC’s and collection of data from Parent Association and School Leadership Team meetings will contribute to the unification of interests of all stakeholders. 	All school stakeholders	Ongoing throughout the year	All advisors and the principal will be responsible for overseeing and implementing this work.

Part 4 – Resources Needed

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

Time set aside for professional development and inquiry, all teachers, professional articles and texts, schedule adjustments made to accommodate the appointments made for each family on SLC days.

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

The midpoint benchmark for this work will be February 2015 when the school will ensure not only that the inquiry work is happening biweekly, but that the resulting work is resulting in student progress. By this time one round of Student Led Conferences will have occurred and planning for the next round will be underway.

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

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

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Hamilton Grange is in its first year of existence. The school and team are new and systems and structures must be established to develop and deliver the instructional and social-emotional support that drives student achievement.

Part 2 – Annual Goal

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

By June 2015, the principal crete a revised school program of intervisitations, collaborative planning time, and professional development that supports select staff in becoming the teacher leaders that, as the school grows over the next two years, will lead and be able to support school goals to ensure that teaching practices reflect an articulated set of beliefs about how students learn best, as evidenced by student work products and discussions that reflect high levels of student thinking and participation for all students as

will build distributed leadership structures through

and implement instructional practices that accelerate student learning as evidenced by an increase in class averages on unit exams across content areas. will build distributed leadership structures through

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> ▪ Beginning during the recruitment and hiring process of new pedagogues, the principal will seek out, identify and actively recruit instructors with the content, pedagogical, interpersonal and leaderships knowledge/skills necessary to lead initiatives and oversee the systems that will help build common instructional practices and positive school culture as the school grows over the course of the next three years. 	Staff members	Ongoing	Implementation and oversight: principal and identified teacher leaders

<ul style="list-style-type: none"> Targeted intervisitations between teachers, both within the school and on visits to other schools with a targeted focus on the teaching practices that reflect the school’s beliefs about how students learn best Principal will observe teaching practices within the classroom daily in an effort to identify the best practices that can be shared and supported throughout the school by the identified teacher Each teacher at the school, no matter their experience, will be paired with a teacher leader/mentor to support teaching and learning in all classrooms for all learners 			
<ul style="list-style-type: none"> Teacher leaders will lead professional development/work sessions with staff using the systems, structures, practices and techniques identified as “best practices” in an effort to expand their use throughout the school to effect all students’ learning, particularly ELL and SWD. 	Staff members	Ongoing	Implementation and oversight: principal and identified teacher leaders
<ul style="list-style-type: none"> As per Chancellor Farina’s suggestions, teacher leaders will be used to facilitate workshops during parent outreach time in an effort to educate and support parents in leading their own clubs and workshops (for fellow parents) in the areas where they are most knowledgeable and skilled. 	Staff members	Ongoing	Implementation and oversight: principal and identified teachers
<ul style="list-style-type: none"> The above mentioned activities and initiatives will serve to unify the staff and parents as all stakeholders are able to unveil their individual expertise and share it with their colleagues. 	All stakeholders	Ongoing	All stakeholders

Part 4 – Resources Needed

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

Scheduling adjustments to allow for intervisitations, professional development time on Mondays and Tuesdays, per session hours available for training and parent outreach and support

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

The midpoint benchmark for this work will be February 2015 when the school will ensure not only that intervisitations are occurring on a biweekly basis, and professional development work sessions are being led by teachers, but that the work is resulting in student progress.

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

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

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Because the school is in its first year of existence, performance trends, quality review and other data does not yet exist, but as a new school with a single grade and a small amount of students, funding is very limited. This reality makes the need for strong family and community ties all the important as it is the collaboration with resources outside of the school that will bridge the funding gaps and ensure that students are being supported in all possible avenues.

Part 2 – Annual Goal

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

By June 2015, Hamilton Grange Middle School will obtain funding for a comprehensive after school program, identify a community partner to provide these services, and get commitments from a minimum of 65 of 72 students currently enrolled in the school to enroll in the after school program in the 2015-2016 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> ▪ Research after school programs that align with the HGMS vision and supplement instruction, social-emotional learning and extracurriculars ▪ Work to obtain the funding for this program via the comprehensive after school program funding for all middle schools 	Community partners	Ongoing	Principal
<ul style="list-style-type: none"> ▪ Ensure the program is inclusive of all students 	Community partners	Ongoing	Principal
<ul style="list-style-type: none"> ▪ Enlist parents in the search for an after school program 	Parents	Ongoing	Principal

<ul style="list-style-type: none"> As this is one of the key concerns that parents currently have, transparency related to the search will serve to build trust. Contact all current parents, through phone calls, letter home, and social media as well as parent association meetings and informational meetings hosted by partner program to inform students of next year's program and benefits 	All stakeholders	Ongoing	Principal
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
After school program funding through the City's new program that ensures this funding for all schools without programs

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Citywide comprehensive after school program funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
40.	Specify a timeframe for mid-point progress monitoring activities.			
By February 2015, an after school partner will have been identified and the grant writing process begun.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
N/A				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Lowest 33 rd percent of students	Wilson Reading Program, book clubs, journalism club, debate, Saturday enrichment	Small group	Lunch, during school, Saturdays
Mathematics	Lowest 33 rd percent of students	Math club, in-class AIS services, Saturday enrichment	One-to-one and small group	Lunch, during school, Saturdays
Science	Lowest 33 rd percent of students	Engineering club	Small group services	Lunch, during school
Social Studies	Lowest 33 rd percent of students	Wilson Reading Program, book clubs, journalism club, debate, Saturday enrichment	Small group	Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Those students who do not make the character progress report minimum requirements for two consecutive weeks and students exhibiting behaviors that lead them to perform below expectations for all students	Collaborative Problem Solving through the principal, social worker, teachers and families. It Takes A Village Young Mens' Group Girls' Group	One-to-one	As needed, before, during and after the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Strategies for recruitment include reaching out to networks: Teach for America, Teach for America alumni, and various other professional networks.

Strategies for retention include mentoring program, weekly one-one one meetings with principal weekly and professional development to ensure success and agency

2b. High Quality and Ongoing Professional Development

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

See above goals.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Funds will be used to hire High Quality teachers so in nearly all classes there are two teachers available to support all students in learning at the highest levels.

3b. TA Coordination with the Regular Program

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

Creating ICT classrooms, push in SETTS, and in-class AIS in all possible cases to avoid removal from regular classes.

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

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

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

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Hamilton Grange Middle 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

Hamilton Grange Middle School will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

Hamilton Grange Middle 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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