

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

DBN: (i.e. 01M001):

27Q297

School Name:

HAWTREE CREEK MIDDLE SCHOOL

Principal:

DR. MAUREEN HUSSEY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Grades 6 - 8 School Number (DBN): 27Q297
School Type: Middle School Grades Served: 6, 7 8
School Address: 121-10 Rockaway Boulevard, South Ozone Park, NY 11420
Phone Number: 718-6593792 Fax: 718-659-3798
School Contact Person: Dr. Maureen Hussey Email Address: Mhussey2@schools.nyc.gov
Principal: Dr. Maureen Hussey
UFT Chapter Leader: Mrs. Jennifer Marzano
Parents' Association President: Julette Johnson
SLT Chairperson: Dr. Maureen Hussey
Student Representative(s): N/A

District Information

District: 27 Superintendent: Ms. Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11419
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 208 Network Leader: Daniel Purus

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:

1. 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*.
2. 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.**
3. 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)
Dr. Maureen Hussey	*Principal or Designee	
Jennifer Marzano	*UFT Chapter Leader or Designee	
Julette Johnson	*PA/PTA President or Designated Co-President	
Theresa Jobse	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
June Urueta	CBO Representative, if applicable	
Claudia Redmon	Member/ Parent	
Odessa Leitch	Member/ Parent	
Despina DeLuca	Member/ Guidance counselor	
Jon Enriquez	Member/ Teacher	
Stacy Williams	Member/Parent	
Odessa Leitch	Member/Parent	
	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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **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:

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

Hawtree Creek Middle School 2014-2015

Hawtree Creek Middle School opened its doors on September 8, 2013 with 95 sixth graders. This new small middle school, located in South Ozone Park, was founded upon the idea that every student should experience academic success in a collaborative, academic and supportive learning environment. HCMS is in its second year of existence and currently serves 101 seventh graders and 155 sixth graders. HCMS is a zoned school and is co-located on the Virgil I. Grissom campus with Epic High School, a new small high school; PS 233, a D-75 school; and JHS 226, another zoned middle school.

Hawtree Creek Middle School's Mission Statement states: "Students will graduate as leaders equipped with a set of skills and body of knowledge that can be applied and utilized in high school, college, and beyond." HCMS' Mission Statement guides the school's vision by developing students' communication, problem solving, and research skills while emphasizing the development of leadership through collaboration, perseverance, and community. The intent is that these skills will be utilized throughout middle school and will transfer to high school and college.

A few significant collaborations have been implemented over the course of HCMS' first year. First, HCMS is moving toward full implementation of the AVID (Advancement Via Individual Determination) College Readiness System in efforts to promote a strong focus on college and career readiness. AVID is a college readiness program embedded in the culture and instruction of the school to engage students in the notion of forward planning, high school and college preparedness, and accountability for one's own learning. AVID's instructional focus is framed around WICOR (writing, inquiry, collaboration, organization, and reading). HCMS' founding teachers attended their first AVID Conference in July 2013 and returned again this summer with several new hires for additional training in best practices that support college readiness in middle school students. Through implementation of the AVID program, 6th graders learn how to take Cornell Notes and utilize that note-taking strategy in each of their classes. 6th graders are also taught how to organize their binder which includes their daily agenda, a section for all content areas, and a pencil pouch so all materials are easily accessible. These two skills are an expectation in 7th grade and students are held accountable for effective note-taking and organization of their binder through the use of teacher created, school-wide rubrics. 6th and 7th graders have one period per week dedicated to AVID and this time is utilized to self and/or peer assess Cornell Notes and binders, focus on best practices around WICOR, research college based topics, and prepare for Student-Led Conferences. In addition, 7th graders visit two colleges during the school year: a CUNY school in the fall and a private university in the spring. College visits will continue through eighth grade when students visit a SUNY school and an Ivy League school.

Next, HCMS partnered with Studio in a School during its first year to provide an arts program for students; however, this year the school was fortunate enough to apply and be accepted to the Middle School Arts Matter Initiative. As a result, the school offers Visual Arts twice a week for two quarters to 6th graders and Chorus twice a week for two quarters to 7th graders. In February, the music and art classes flip in order for all students to have received music and art over the course of the school year.

Lastly, HCMS is the recipient of a \$100,000 RESO-A grant from District 32 Councilman Eric Ulrich. This grant will enable the school to enhance and build its technology program. Currently, each teacher has a laptop computer provided by the school, a desktop computer in their classroom, and each classroom has a state of the art SMART board that is utilized daily. The goal is to create/build a computer lab that can be accessed by all content areas, the school newspaper, and the video game design elective, utilized by students during their lunch period, and be open specific times during the school day for parents to use.

HCMS has experienced several areas of success since the school has opened. First, an embedded Professional Development (PD) Cycle has supported the professional growth of HCMS' teachers. Aspects of the

embedded professional development include weekly teacher check-ins with the principal, daily common planning, weekly grade level meetings, weekly PD sessions around school-wide initiatives focused on our school's core values (Community, Leadership, Collaboration, and Perseverance), cycles of peer observations, and ongoing reflective opportunities framed around individual classroom practice. The embedded PD has helped to create a strong professional and collegial culture among the teaching staff evidenced by daily planning sessions focused on elements of highly effective instruction, departmental meeting agendas dedicated to in-depth unit planning, the analysis of student work, and formative assessment strategies. The collegial culture developed and nurtured during the school's first year has guided the professional culture of the staff as it has grown from 7 teachers and 10 total staff members to 18 teachers and 25 total staff members.

The embedded professional development coupled with last year's CEP Goal framed around Danielson Indicator 3B helped to shift teacher practice from a teacher-directed approach to a more facilitative role in the classroom. Last year's CEP goal stated that 85% of teachers (6 out of the 7 teachers on staff) would increase one level of effectiveness in Indicator 3B. According to informal teacher observations conducted last year, HCMS met their goal in this area. This year, the goal is for 80% of the staff to increase one level of effectiveness or maintain last year's level of "effective."

A second area of success for our school is the utilization of differentiated instruction in the classroom. Teachers plan each lesson using various flexible-grouping configurations to maximize learning, providing students with the necessary scaffolds and multiple entry points to understand and master content. Furthermore, teachers create various graphic organizers or planning pages to provide each instructional group the necessary level of support to ensure student thinking at the highest levels and true ownership of learning. Students move between the groups each day, depending on their level of understanding. This approach supports a high level of student collaboration in the classroom and greatly supports our students' ability to articulate their process of learning. Embedded in the use of differentiated instruction is the incorporation of a solid unit assessment cycle that include an analysis and unpacking of learning targets, pre-assessments, checks for understanding within the lesson, student conferencing, exit tickets, quizzes, homework packets, mid-unit and final assessments, final projects, rubrics, and student reflections. Teachers depend on the information gleaned to determine daily mastery, determine next steps for struggling students, and to modify lessons and/or unit maps.

The next area of success we have experienced is parent engagement. HCMS parents are deeply committed to the success of our children and the mission and vision of our school. A 96% daily student attendance rate and a firm adherence to our uniform policy is evidence of the true partnership we have created with families. There have been several opportunities over the course of the school year for parents to take part in life at HCMS including: Student-Led Conferences, Celebration of Reading Week, Classroom Visitation Days, Awards Nights, Respect for All Week, Parent Breakfasts, Art Exhibits, Common Core Information Sessions, Parents' Association meetings. The most successful parent event last year were SLC's held in December and June. The Student-Led Conference provided an opportunity for each student to facilitate their own conference for their parents in order to articulate their process of learning through the lens of a specific learning target in each content area. During the 2013-2014 school year, 93% of HCMS parents/families (88 families) attended their child's SLC in December and 95% of HCMS families attended their child's SLC in June. Parent reflections filled out after each conference revealed not only a sense of pride in their child's ability to articulate their learning, but also the notion that their child can achieve high levels of academic success and truly own their learning. Students who were unable to present to their parents or families, presented their work to a small group of staff members. Parent Breakfasts and Award Nights that highlight such things as the Behavior Honor Roll and the Academic Honor Roll have also contributed to parent engagement in our learning community, evidenced by sign-in sheets for each event.

The key areas of focus for the 2014-2015 school year will be data driven instruction and continuing to build leadership capacity. The use of unit assessment cycles in each class have greatly helped to inform instruction on a daily and unit basis, and have contributed to positive learning outcomes. However, more focused conversations and strategic work around item analysis within each unit will further the school's efforts to plan lessons more specifically; use best practices to address individual and collective academic needs; and allow teachers to have a very clear picture of how their practice is impacting student learning.

The math department is currently creating item analysis protocols to analyze quizzes, mid-unit, and final unit tests. The math teachers are also looking at ways to ensure that when students do not master learning target(s) in one unit, they have an opportunity to continue to work on challenging learning targets in the following unit.

As we continue to grow, building leadership capacity plays a huge role in maintaining the professional and collegial culture that has evolved at HCMS. The long term goal is to create autonomy within content areas

departments and grade level teams. The embedded professional development that exists at HCMS supports teachers at their level of practice, encourages teachers to try new strategies and approaches in the classroom, and supports collaboration of teachers by sharing, observing and debriefing best practices. Teachers informally and formally engage in dialogue framed around instruction during weekly check-ins with the principal, during common planning, department meetings and grade level meetings. This level of collaboration has supported the development of department teams, grade level teams, and the School Intervention Team this year because teachers learn more from working with each other and in teams. The goal for this school year is to create and maintain instructional teams of teachers who analyze student work, compile data to inform instruction, and modify and refine curriculum maps. By doing this, teacher teams are setting the foundation for expectations for work and will help guide the transition of newly hired teachers.

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.

HCMS is a new small school with very little standardized test data. Unit assessment cycles in alignment with Common Core curriculum maps indicate a pattern of strengths and areas of improvement for our students. Current data shows:

- The current **7th grade** is comprised of 75% 1’s and 2’s and 25% 3’s and 4’s according to 5th and 6th grade math and ELA state test data.
- The current **6th grade** is comprised of 60% 1’s and 2’s and 40% 1’s and 2’s according to 5th grade math and ELA state test data.
- Last year’s New School Quality Review indicated that “teachers implement purposeful teaching strategies that reflect a coherent set of beliefs about how students learn best by providing multiple entry points in the CCLS aligned curricula that increase student engagement for all students” (1.2)

School’s Strengths relative to Rigorous Instruction:

- Common Core Aligned Curriculum maps in each department.
- Common planning at the department and grade level to ensure a level of consistency and implementation regarding instructional best practices in each class and grade including:
 - Implementation of Differentiated Instruction in each classroom.
 - Use of Accountable Talk in each classroom
 - Implementation of protocols and strategies to encourage student dialogue, discourse and academic conversation in each class.
 - Implementation of Cornell Notes as a school-wide strategy for effective note-taking.
- Implementation of specific co-teaching models in ICT, SETTS classes.

School’s Needs relative to Rigorous Instruction:

- Continued professional development around Differentiated Instruction to ensure that instruction meets the needs of the varying academic levels.
- Deeper analysis of standardized test data to better inform unit planning, assist teachers in determining more specific strategies and protocols to support students’ strengths and weaknesses, and to support Academic Intervention Services.

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, 10% of the school’s lowest one third (five 7th graders and eight 6th graders) will show an increase of 12.5% (a half level) in the area/criteria pertinent (RI 6.1) to citing text evidence as measured through a

comparison of beginning of year NYC Performance Task MOSL Assessment to the end of year NYC Performance Task MOSL Assessment for ELA.

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>
<ul style="list-style-type: none"> • Implementation of the Workshop Model as the lesson format to ensure gradual release of responsibility in mastering daily learning targets. • Use of Differentiated Instruction in every classroom on a daily basis. • Scaffolding CCLS tasks to support students ability to independently solve extended response questions. • Embedding Common Core Sample questions throughout daily lessons and assessments. • Professional Development around DI that meets the needs of teachers in order to meet the varying needs of students. • Daily common planning for teachers to collaboratively plan lessons and CCLS aligned units of study, and to assess data from daily assessments (using exit slips) and unit assessments (using mid and post assessments). • Implementation of the Danielson Rubric to identify and support development of teacher pedagogy. • Teachers provide students with specific feedback and suggestions to improve work through the use of teacher-created rubrics that are aligned to the curriculum. • Embedded PD that includes school-wide, department and grade level meetings which includes peer observations; calibrating the level of DI at each grade level/classroom; using research based texts (Judith Dodge, Carol Ann Tomlinson) to support shifts in practice and the use of best practices. 	<p>10% of lowest one third of school population</p>	<p>September 2014-May 2015</p>	<p>Teachers, Department Leads, Principal, Network Point Person, Network coaches</p>
<ul style="list-style-type: none"> • Co-teaching protocols will be implemented in classrooms of students with disabilities and English language Learners to ensure all students will have ample support in achieving the goal. • AIS will support the continued development of the goal outside the classroom. 			

<ul style="list-style-type: none"> • ELL support will consist of, both, push-in and pull-out models to ensure students are receiving appropriate groups and individual support. 			
<ul style="list-style-type: none"> • Parent Workshops will provide parents with information and resources around Common Core Curriculum and Expectations, Instructional Focus, resources to assist their child. • Parent Classroom Visitation Days support the information and resources provided during parent Workshops and give parents several opportunities to sit alongside their child in each of their content areas. 			Guidance Counselor, Parent Coordinator
<ul style="list-style-type: none"> • Trust is established between teachers, parents, and administrators through on-going parent communication, engagement, and involvement through the implementation of workshops, class visits, weekly reminders from the Parent Coordinator, phone calls/emails/texts from teachers, opportunities to volunteer in school, School Leadership Team, Parents' Association, student celebration events, parent surveys. 			

Part 4 – Resources Needed

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

- Principal provides weekly PD that engages teachers in new learning and best practices to support implementation of goal.
- Principal meets weekly with individual teachers to provide one-on-one instructional support and differentiate teacher's professional development.
- Principal meets weekly with each department to engage in common planning around curriculum mapping; analyzing daily, weekly and unit data; and looking at student work.
- Conduct peer observations based on the Danielson rubric to improve teacher pedagogy.
- CFN coach provides teachers with classroom support and guidance with curriculum mapping and implementation of Engage NY and Connect Math.
- Teachers attended AVID Conference over the summer which focused on improving teacher pedagogy through the implementation of inquiry, collaboration, reading and writing.
- Teachers attend PD throughout the year provided by CFN.
- Principal conducts SFO's and provides feedback to teachers.
- Instructional materials: various texts around differentiated Instruction, co-teaching models, Common Core aligned test prep materials, instructional materials for AIS (extended day, Saturday Academy).
- Additional time, scheduling, and per session for peer observations, peer debriefs, mentoring by experienced teachers; for parent workshops and visitation days; for AIS extended day, Saturday Academy instructional support.
- Additional professional development provided by network and/or outside organizations (CITE and/or ASCD).

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

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.

During the last week in January, students will be assessed in their ELA class on a department-created writing prompt that will be assessed using the NYC Performance Assessment rubric. This will serve as the mid-point benchmark.

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

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

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.

Needs assessment in response to Supportive Environment

- **Deeper analysis of standardized test data to inform instruction as revealed by the 2014 NSQR and PPO.** During HCMS’ first year, cycles of assessment were implemented in each class enabling teachers to modify and refine lesson and unit plans based up data compiled daily/weekly/by unit. The goal this year is for each department to incorporate even more specific cycles of assessment by implementing item analysis after weekly quizzes/mid unit tests/ final unit exams. This will enable teachers to pinpoint the individual and collective strengths and weaknesses of each class and in turn, teachers can adjust lesson plans to meet these needs.
- **In-depth implementation of Differentiated Instruction to meet the academic needs of our students.** More specific analysis of data will assist teachers in planning and determining flexible grouping each day and throughout each unit. This will greatly help to support and challenge students at their academic level and feel successful in the classroom.

Strengths in response for Supportive Environment

- The 2013-2014 Learning Environment Survey revealed an overall 95% satisfaction rate among teachers, students and parents.
- HCMS received a Well-Developed on the 2014 NSQR in the area of School Culture (1.4)
- Positive Behavior Intervention System – School-wide
- Character Value Card system – Individual
- Academic and Behavior Honor Roll
- 75% average to take part in specific activities: Student Council, Debate Team, Sports
- Principal’s Open Door Policy
- Additional help at lunchtime provided by teachers
- Student-Led Conferences – individual accountability for learning; opportunity for parents to engage in child’s learning/reflection process.
- Weekly Check-Ins with individual teachers.
- Daily common planning and department meetings for teachers
- Weekly grade-level team meeting.

Needs in response to Supportive Environment

- Additional PD around Differentiated Instruction
- Additional PD around specific data analysis to inform instruction on a daily/unit basis. For example: item analysis to track mastery of Learning Targets.

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, 80% of teachers will achieve at least an “effective” rating in Danielson Indicator 1E “Designing Coherent Instruction” as measured through the implementation of Differentiated Instruction within lesson plans, unit plans, and through an analysis of data to inform instruction, including the rationale and creation of flexible grouping.

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"> 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 	<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>
<ul style="list-style-type: none"> • Use of Differentiated Instruction in every classroom on a daily basis. • Continued PD around Differentiated Instruction • Scaffolding CCLS tasks to support students ability to independently solve extended response questions. • Embedding Common Core Sample questions throughout daily lessons and assessments. • Implementation of the Danielson Rubric to identify and support development of teacher pedagogy. • Teacher/Peer observations of differentiated instruction to inform and reflect on individual practice • Consistently analyzing classroom and grade level data to ensure DI is impacting student learning. • Principal meets weekly with individual teachers to provide one-on-one instructional support and differentiate teacher’s professional development. • Principal meets weekly with each department to engage in common planning around curriculum mapping; analyzing daily, weekly and unit data; and looking at student work. • Teachers observe each other for guidance, clarity, to improve on best practices, and to provide each other with constructive feedback. • CFN coach provides teachers with support around data analysis and lesson/unit planning and development. 	<p>While the entire student population will benefit from Differentiated Instruction, 10% of school’s lowest one third will be tracked for this particular goal.</p>	<p>September 2014 – May 2015</p>	<p>Principal, Teachers, Grade level leaders, Network coaches/support</p>

<ul style="list-style-type: none"> Teachers provide students with specific feedback and suggestions to improve work through the use of rubrics that are aligned to the curriculum. Support from Network in further developing plans/strategies to support ELL's and students with disabilities 			
<ul style="list-style-type: none"> Communication with parents around students' academic progress and areas of improvement. Student-Led Conferences twice as year engage parents in their child's learning process in each content area. 			
<ul style="list-style-type: none"> Trust: All teachers will be working toward the same goal of achieving a level of "effective" for Indicator 1E. Teachers will work collaboratively during grade level and common planning meeting in addition to engaging in cycles of peer observations. 			

Part 4 – Resources Needed

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

- Per session for any additional curriculum planning, meeting, organizing Student Led Conference appointments, meeting with parents for student-led conferences, teacher attendance at Parent's Association meetings,
- Additional professional development around Differentiated Instruction to address the varying needs of the staff.
- Special programming to provide time for peer observations (possibly bringing in subs).

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

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.

During the last week in January, students will be assessed in their ELA class on a department-created writing prompt that will be assessed using the NYC Performance Assessment rubric. This will serve as the mid-point benchmark.

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

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

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.

With the addition of 10 new teachers to the HCMS staff, it is imperative that the goals guided by the mission and vision are maintained. Through school-wide professional development prior to school opening, the teachers analyzed the 8 Danielson Indicators and the Danielson Rubric. It was determined that the instructional expectations (differentiated instruction, student dialogue and discourse, levels of questioning, student-led classrooms) in Indicator 3B overlapped with several other Indicators (1A, 1E, 3C, 3D); therefore, Indicator 3B was identified as a high leverage indicator in efforts to improve teacher practice.

School’s Strengths in response to Collaborative Teachers:

- Embedded Professional Development which includes:
 - Weekly Check-ins with teachers
 - Daily common planning time
 - Weekly Department meetings
 - Weekly Grade level meetings
 - Cycles of Peer Observations which allows teachers to learn from each other
 - Individual Reflection to enable teachers to engage in a cycle of “plan, teach, assess, reflect”.
 - Book Study/use of text to guide instructional non-negotiables
 - Judith Dodge: Differentiated Instruction
 - Zwiers and Crawford: Academic Conversation

School’s needs in response to Collaborative Teaching

- Continue to develop Indicator 3B in teachers as a way to leverage highly effective practices in the classroom and across grades.
- Continue to build leadership capacity to maintain collegiality, develop autonomy at grade and department level, and further instructional goals.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of the teaching staff will achieve one level of improvement in Indicator 3B (from “ineffective” to “developing” or “developing” to “effective”) **OR** maintain a level of “effective” in Indicator 3B if previously achieved during the 2013-2014 school year. Teachers will engage in 3 Peer Cycles of Observation during October 2014 and June 2015 followed by self-reflection that is framed around Indicator 3B to inform their individual practice. The Danielson rubric will be used to assess teacher growth for Indicator 3B.

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> <p>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>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).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>	<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>
<ul style="list-style-type: none"> • PD framed around the Danielson Rubric and Indicator 3B • Three Cycles of Peer Observations between October 2014 and June 2015 • Three Cycles of Individual Reflections between October 2014 and June 2015 • Teachers participation in a 3-day AVID conference in July that included improving pedagogy through the effective incorporation of inquiry, collaboration, reading and writing. • Teachers participation in school-based PD that analyzed the Danielson rubric in order to construct individual goals. • Teachers participation in an Initial Planning Conference at the beginning of the school year to discuss individual goals and create a plan as to how those goals will be met and what evidence will be provided. • Weekly individual teacher check-ins provides teachers with one-on-one time and differentiated professional development that addresses individual modifications to practice. • Weekly common planning to assist teachers in lesson planning and curriculum planning. • School-based embedded PD framed around teacher needs based on informal observations and individual goals. • Teachers are provided with monthly “Instructional Non-Negotiables” (scaffolded instructional expectations that include: accountable talk, Cornell Note-taking, Inquiry, Student Dialogue, Process of Learning boards, Student-Led Conferences) to guide teachers in prioritizing school-wide instructional initiatives. • Principal will conduct SFO’s and provide teachers with feedback. • Principal has “open-door policy” to work with teachers, provide guidance, feedback, and support when needed. 	<p>80% of teaching staff (15 out of the 19 teachers on staff)</p>	<p>October 2014-April 2015 – with 3 cycles of Reflection throughout: December, February, April</p>	<p>Principal, teachers, Talent coach, network support</p>

<ul style="list-style-type: none"> Teachers will continue to research, discuss, implement different approaches and strategies within differentiated instruction to meet the needs of all students. Use of Zwiers and Crawford text, <u>Academic Conversations</u> to differentiate and enhance various levels of conversation in each class. 			
<ul style="list-style-type: none"> Continued parent classrooms visitations in order for parents to experience what is taking place in class. Possible Parent Workshop on “Academic Conversations with your Child” Providing parents with guiding questions during class visits, PTC’s, and SLC’s. 			Parent Coordinator, Guidance Counselor
<ul style="list-style-type: none"> Trust: All teachers will be working toward the same goal of achieving a level of “effective” for Indicator 3B. Teachers will work collaboratively during grade level and common planning meeting in addition to engaging in cycles of peer observations. 			

Part 4 – Resources Needed

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

- Funds for various texts used in PD.
- Scheduling for cycles of observation.
- Per session to cover preps for observation and to hire subs if needed (to enable teachers to participate in cycles of observation.)
- Principal attends monthly PD provided by CFN.
- Meeting with Talent Coach, provided by the district, for guidance in implementing ADVANCE.
- PD provided by Network around Advance/observations/evaluations.

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

Part 6 – Progress Monitoring

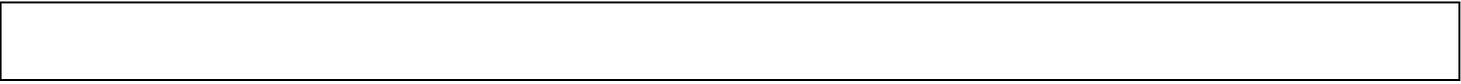
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 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.

Teachers will engage in 3 Peer Cycles of Observation and Reflection (December, February, April). The mid-point benchmark will take place the 2nd week of February.

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

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



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

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.

Needs Assessment in Response to Effective School Leadership

In efforts to sustain the already existing collegial and professional school culture at HCMS, strong instructional teams are being created in order to develop autonomy at the grade and department level. Building instructional teams was/is part of the vision and goals of the school. The need for instructional teams is based upon the vision of developing autonomy within teacher teams by utilizing the skill set and expertise of teachers as the staff continues to grow. Examples of instructional teams created this year are the SIT team, content area department teams, and grade level teams.

Strengths in response to Effective School Leadership

- Embedded professional development
- Individual Weekly Check-Ins with teachers
- Weekly PD framed around the school’s mission and vision
- Principal’s open door policy
- Effective feedback for teachers in the form of informal debriefs and written evaluations
- Invitations to observe specific best practices by teachers.

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.

Between October 2014 and May 2015, 80% of the teaching staff will achieve one level of improvement in Indicator 4E (from “ineffective” to “developing” or “developing” to “effective”) **OR** maintain a level of “effective” in Indicator 4E if previously achieved at HCMS during the 2013-2014 school year. Teachers will use be assessed using the Danielson rubric in the area of 4E that specifically address “seeking regular opportunities for continued professional development” and welcoming colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback”. In addition, minutes, agendas, goals, informal observations, cycles of reflection will all be evidence of the collaborative work and goals teachers are engaged in.

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</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
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"> Continued embedded professional development that includes check-ins, weekly meetings, daily common planning, individual and collective professional development framed around the mission and vision of the school. 3 cycles of observation and reflection. Weekly department meetings and grade level meetings where teacher teams determine goals based on needs assessment in department and within grade. Coaching from network coaches with different teams to analyze student work/compile data. PD around the use of protocols to guide the work of instructional teams. 	Teachers	August 2014-April 2015	principal, teachers, Network support
<ul style="list-style-type: none"> Trust: All teachers will be working toward the same goal of achieving a level of “effective” for Indicator 4E. Teachers will work collaboratively during grade level and common planning meeting in addition to engaging in cycles of peer observations. 			

Part 4 – Resources Needed

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

- Funds for the purchase to texts to guide individual and collective PD.
- Per session for time for professional development for teachers. (on-site and off-site PD)
- Scheduling time with network support to attend different instructional team meetings.
- Attendance of teachers at network hosted content area PD’s.

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

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.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
Teachers will engage in 3 Peer Cycles of Observation and Reflection (December, February, April). The mid-point benchmark will take place the 2 nd week of February where teachers will assess their growth in indicator 4E.				

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

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.

Strengths in response to Strong Family and Community Ties

- 2013-2014 LES and School Quality Snapshot indicated high parent satisfaction (97%) regarding School environment; 100% of teaching staff would recommend the school to parents.
- HCMS received a “well developed” in area of School Culture (1.4) on the NSQR which states “a culture of mutual trust and positive attitude supports the academic growth and personal growth of students and adults.
- 95% parent participation for 2013-2014 Student-Led Conferences
- 65% parent attendance for November 2014 Parent Teacher Conferences
- Strong rapport with area schools: PS100, PS 223, PS 155, & PS 233
- Open House/school visit for elementary school Guidance counselors.
- Three Open Houses for 5th grade parents during the 2013-2014 School Year.
- New Student Open House in June
- 6th Grade Orientation in August
- With addition of Parent Coordinator, communication has increased through the use of Weekly parent Reminders
- Relationship/rapport built with local councilman in efforts to secure RESO-A funding.

Needs in response to Strong Family and Community Ties

- Continued efforts to build community ties through building relationships/rapport with:
 - Area high schools
 - Area feeder elementary schools

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.

Over the course of the 2014-2015 school year, develop relationships with 3 area high schools in order for students and parents to begin and understand the high school selection process, provide parents with appropriate information about the various choices for high schools, and to make the transition to high school for parents and students a smooth one.

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: 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	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>
<ul style="list-style-type: none"> • Open Houses with area high schools. • Guidance Counselor sets up meetings with HS guidance counselors. • GC provides information about our school; invites HS GC's to meet with parents; set up HS information nights. • Organize student visits to area high schools during the school day. • HCMS students to possibly shadow HS students during visits. • Research/provide information on academic plan for high school and how the middle school can help prepare students. 	Current 7 th grade class and their families	September 2014 – June 2015	Principal, Guidance Counselor, Parent Coordinator
<ul style="list-style-type: none"> • Research area high schools that address the specific needs of students with disabilities, ELL's, and high need student sub groups. • Develop rapport with schools and follow the same process in informing parents about programs that fit the needs of their students. 			Guidance Counselor, Parent Coordinator
<ul style="list-style-type: none"> • As mentioned above: Open Houses, information nights, HS visits for parents. 			
<ul style="list-style-type: none"> • Creating relationships with feeder high schools provide students and parents with the appropriate resources needed to begin to make the transition to high school. 			Parent Coordinator, Guidance Counselor

Part 4 – Resources Needed

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

- Information about chosen high schools to share with parents.
- Schedule times for parent meetings, visits at our school and at chosen high school.
- Meeting times for Guidance Counselors from the different schools to meet.

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

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, one meeting/Open House between our students/parents and one area high school principal and/or guidance counselor will take place.

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?				

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)	<ul style="list-style-type: none"> -Daily class performance/exit tickets -Unit quizzes and tests -Writing samples -Homework completion -Previous year's ELA and math standardized test scores 	<ul style="list-style-type: none"> -After school session 2X a week -Before school tutoring (one on one) -Lunch time tutoring program -Learning Support Classes 3x a week 	<ul style="list-style-type: none"> -Small Group Instruction -One-on-One support 	<ul style="list-style-type: none"> -After school -Before school -During the school day
Mathematics	<ul style="list-style-type: none"> Daily class performance/exit tickets -Unit quizzes and tests -Writing samples -Homework completion -Previous year's ELA and math standardized test scores 	<ul style="list-style-type: none"> -After school session 2X a week -Before school tutoring -Lunch time tutoring program -Learning Support Classes 3x a week 	<ul style="list-style-type: none"> -Small Group Instruction -One-on-One support -Small Group Instruction 	<ul style="list-style-type: none"> -After school -Before school -During the school day
Science	<ul style="list-style-type: none"> Daily class performance/exit tickets -Unit quizzes and tests -Writing samples -Homework completion -Previous year's ELA and math standardized test scores 	<ul style="list-style-type: none"> -After school session 2X a week -Lunch time tutoring program 	<ul style="list-style-type: none"> -Small Group Instruction -One-on-One support 	<ul style="list-style-type: none"> -After/ before school -During the school day
Social Studies	Daily class performance/exit	-Lunch time tutoring program	-Small Group Instruction	-During the school day

	<ul style="list-style-type: none"> tickets -Unit quizzes and tests -Writing samples -Homework completion -Previous year's ELA and math standardized test scores 		-One-on-One support	
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	<ul style="list-style-type: none"> Attendance/lateness -Homework completion -Previous year's ELA and math standardized test scores - IEP mandates -lack of social skills, interpersonal skills -Adequate housing -Anger management -Family structure 	<ul style="list-style-type: none"> -At-risk counseling services provided by the Guidance Counselor -At-risk counseling services provided by school psychologist - 	<ul style="list-style-type: none"> -One-on-One support -Small Group 	During 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.

Recruitment

- Review open market and attend DOE hiring fairs.
- Connect with potential candidates through CFN human resources manager.
- New hires will be appropriately licensed for the position they will serve. Whenever possible, new hires will be dually licensed in a content area and special education.
- Recommendations from current staff

Retention

- Mentorships
- Individual weekly check-in meetings with principal to discuss goals, plans, concerns, strategies, and ways to improve teacher practice.
- Embedded professional development that is differentiated to fit the needs of each teacher and includes common planning, weekly PD, peer observations.
- External professional development provided by CFN, AVID, and Ramapo Children's Center
- Provide qualified staff with opportunities to develop capabilities for future administrative roles.
- Development of a collegial, collaborative and professional community.
- Maintain an open door policy.

Assignments/Programming

- Master scheduling that includes daily common planning.
- Reduced class size in testing subjects by hiring two math and two ELA teachers.

Support

- Maintain documentation for Highly Qualified Teachers to remain professionally certified
- Secretary and Principal will work closely with the network HR person to ensure that teachers who are not highly qualified meet all deadlines and required documentation.

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).

- Principal provides weekly PD that engages teachers in new learning and best practices to support implementation of goal.
- Principal meets weekly with individual teachers to provide one-on-one instructional support and differentiate teacher’s professional development.
- Principal meets weekly with each department to engage in common planning around curriculum mapping; analyzing daily, weekly and unit data; and looking at student work.
- School-based embedded PD which includes: weekly PD, common planning time, weekly department meetings, individual check in time with teachers, peer observations, cycles of “reflection to action” for each teacher, external PD aligned with school’s mission and vision (Danielson, AVID, Ramapo Children’s Center).
- Teachers attended Summer PD around the Teacher Evaluation System and Danielson Rubric.
- Teachers attended AVID Summer Conference and were trained in instructional best practices around writing, inquiry, reading, collaboration, and student organization.
- Teachers took part in school-based PD that analyzed the Danielson rubric in order to construct individual goals.
- Teachers met individually with principal to discuss individual goals and create a plan as to how those goals will be met and what evidence will be provided.
- Weekly common planning to assist teachers in lesson planning and curriculum planning that will address CIE’s and the Danielson Framework.
- School-based embedded PD framed around teacher needs based on informal observations and individual goals.
- Providing teachers with monthly “Instructional Non-Negotiables” (scaffolded instructional expectations) to guide teachers in implementing school-wide instructional priorities).
- CFN provides monthly content meetings and also tailors PD and teacher support to our school.
- Collaboration with talent coach to support the implementation of the Advance System.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

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

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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹**Explanation/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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Hawtree Creek Middle School – MS 297**, 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. **Hawtree Creek Middle School – MS 297** will support parents and families of Title I students by:

- HCMS Parent Coordinator will serve as a liaison between the school and families. The Parent Coordinator 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. Inform parents of school involvement plan via HCMS website, back-to-school night, open houses, SLT meetings, and parent communication system.
- Provide parents with opportunities to give input and suggestions of the school plan throughout the school year at Parents' Association meetings, Parent Breakfasts, and SLT meetings.
- Provide parent information breakfast/night regarding Common Core Instruction/How Can I help My Child with Homework/Math/ELA.
- Provide, whenever possible, pertinent school information in the parents' primary language.
- Provide each parent/guardian with a copy of their student's progress report on a quarterly basis.
- Provide communication and opportunities for all parents interested in volunteering, "International Night", "Welcome Back Fall Dance". Please contact Parent Coordinator.
- Provide school events at a variety of times.
- Conduct parent surveys at least times a year requesting parental input.
- Utilize a variety of communication techniques to enhance parent participation (website, emails, phone, and

mail).

- Provide opportunities to evaluate and identify cultural barriers to successful parental involvement via phone calls, website, surveys, Parent Workshops, and Parents' Association meetings.
- Provide opportunities for community-based organizations and businesses to support HCMS and parent involvement (inviting members of NYC Council, District 27 Superintendent and District 27 Family Advocate, and local businesses).
- Provide assistance to parents in understanding such topics as the NYSED and NYSITELL exams.
- Hold an annual SLT meeting to inform parents of their school's participation in the Title I Program and its requirements.
- Provide parents with the opportunity to visit classes throughout the year and in engage in actual lessons with their child, ("HCMS Parent Classroom Visit/Participation")

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:

N/A

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

- Encourage parent/teacher conferences for parents to discuss their student's academic/behavior progress, including Student Led Conferences twice a year.
- Encourage parents to meet the challenges of successful children by offering diverse parent trainings and workshops, based on surveyed parental needs.
- Provide training and/or workshops for parents on how to help with homework, Math, ELA, and further support their child's learning at home.
- Provide training for parents on positive behavior through PBIS.
- Provide outreach for parents of limited English proficiency (ESL) students so they can be involved in their student's education by providing them with translation services.

School-Parent Compact (SPC) Template

HCMS, 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.

- **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:

Specifically, staff will be available for consultation with parents as follows:

- During the teacher's daily instructional planning period.
- Via email or phone during any non-instructional school time.
- Planned meetings before or after school.
- Parent Teacher Conferences
- Student Led Conferences
- Parent/Teacher Conferences

Provide general support to parents by:

- Make sure the student have a safe environment
- Maintain a highly qualified staff
- Provide the necessary materials needed for student success
- Progress Reports will be issued twice a year.

- Report cards will be issued on a quarterly basis.
- The Parent Coordinator will organize activities for parents to become involved in school community (Send a participation response sheet asking for parental involvement, make personal phone call to encourage parent participation, English as a Second Language available).

Parent/Guardian Responsibilities:

- Monitoring attendance;
- Making sure that homework is completed;
- Monitoring amount of television their children watch;
- Volunteering in my child's classroom, parent events, attending Parents' Association Meetings;
- Participating, as appropriate, in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- Notify school if following changes: address, home phone number, work phone number, and/or cell phone number.

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.
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school.
- Adhere to the discipline code.
- Uphold a high standard of citizenship.

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	1									1

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	1	0	0	0	0	0	0	0	0	1
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Paste response to questions here:**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child’s second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here:
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Paste response to question here:
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Paste response to question here:
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Paste response to question here:
- Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here:
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

All students currently attend extended day including the ELL population. ELL's, like other students, also benefit from a strong advisory program. Students meet with advisors twice weekly on both social emotional and academic issues. Advisories help students learn to become advocates in their own learning. There are currently no language electives.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English

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

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

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

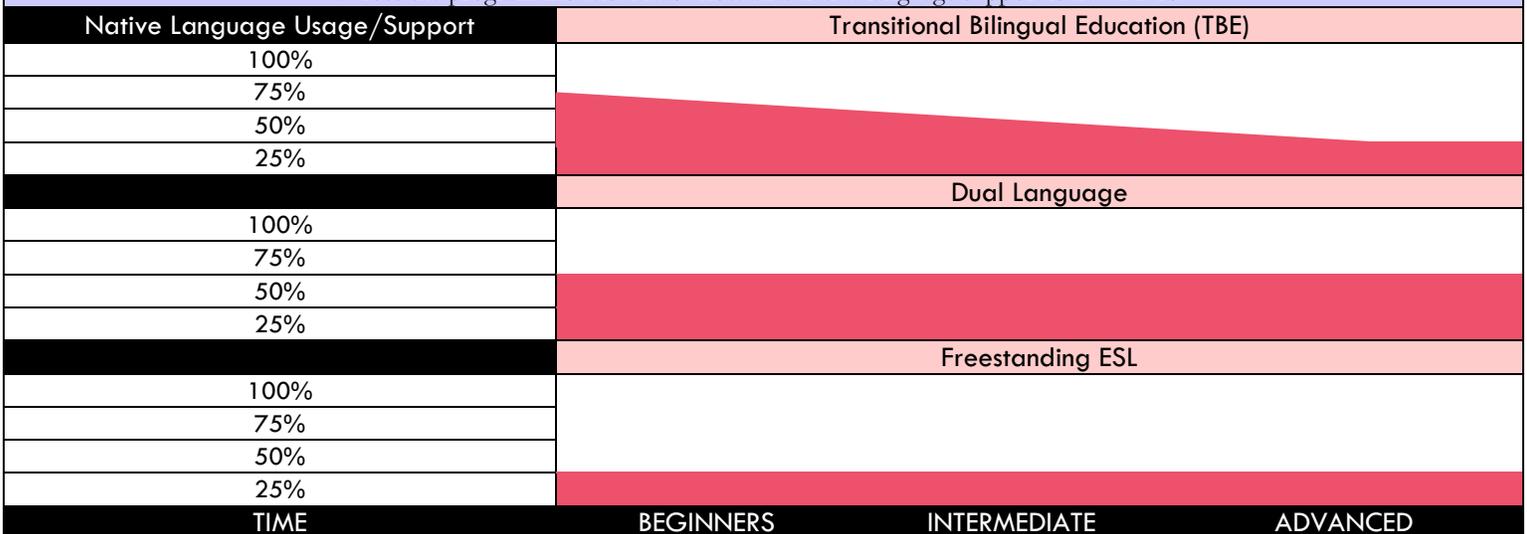
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Hawtree Creek Middle School</u>		School DBN: <u>27Q297</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Maureen Hussey	Principal		12/6/13
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Jennifer Apicello	Teacher/Subject Area		12/6/13
Alex Parker	Teacher/Subject Area		12/6/13
	Coach		1/1/01
	Coach		1/1/01
Despina Deluca	Guidance Counselor		12/6/13
	Network Leader		
	Other _____		1/1/01