

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**27Q297**

**School Name:**

**HAWTREE CREEK MIDDLE SCHOOL**

**Principal:**

**MAUREEN HUSSEY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Hawtree Creek Middle School School Number (DBN): 27Q297  
Grades Served: 6, 7, 8  
School Address: 121-10 Rockaway Boulevard, South Ozone Park, NY 11420  
Phone Number: 718-659-3792 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: Ms. Stacey Williams  
SLT Chairperson: Dr. Maureen Hussey  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Stacey Williams  
Student Representative(s): Omar Narine, Akash Kemraj

**District Information**

District: 27 Superintendent: Ms. Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416  
Superintendent's Email Address: MBarton@schools.nyc.gov  
Phone Number: 718-642-5770 Fax: 718-348-2994

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Ms. Marlene Wilks  
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11419  
Director's Email Address: MWilks@schools.nyc.gov  
Phone Number: 718-642-5839 Fax: 718-642-5705

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Maureen Hussey	*Principal or Designee	
Jennifer Marzano	*UFT Chapter Leader or Designee	
Stacey Williams	*PA/PTA President or Designated Co-President	
Theresa Jobse	DC 37 Representative (staff), if applicable	
Stacey Williams	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Omar Narine	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Akash Kemraj	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mariscellis Romero	CBO Representative, if applicable	
Stacey Williams	Member/ PA President	
Vanessa Nanan	Member/ PA Co-President	
Claudia Redman	Member/ Parent	
Despina Deluca	Member/ Guidance Counselor	
Kara Reese	Member/ Teacher	
Xiomara Trotman	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Marzano	Member/ UFT Representative	
Nicole Biggers	Member/ Teacher	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Hawtree Creek Middle School-MS 297 is a new small middle school that opened in September 2013 serving one hundred 6<sup>th</sup> grade students. HCMS is currently finishing its second year and will be welcoming a new 6<sup>th</sup> grade class in September 2015. At that time sixth, seventh and eighth grades will exist and the school will be at capacity with approximately three hundred and seventy students.

The focus of HCMS is high school and college readiness which is articulated in the school's mission statement:

“Hawtree Creek Middle School 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.”

To achieve this mission, the school is committed to developing specific character values and specific academic values in each student. Community, Leadership, Perseverance, and Collaboration are the character values that are embedded in the culture of our school. These values are highlighted through our Positive Behavior Intervention System (PBIS) program, our Student of the Month program, and Behavior Honor Roll. Research, Problem-Solving, and Communication are the academic values that are embedded within daily instruction. Through the use of differentiated instruction, individual reflection, student-to-student dialogue, justification of understanding and mastery, these academic values are developed and supported in students on a daily basis. The culmination of HCMS' academic and behavior character values are showcased during Student-Led Conferences, held in December and June. During these conferences, students explain to their parents their learning process in each content area by providing evidence of understanding and mastery in the form of a variety of work samples. Students also identify and explain the character trait(s) he/she exhibited while learning a skill or content.

### Partnerships and Initiatives

HCMS incorporates Advancement via Individual Determination (AVID) to further a school-wide college going culture. AVID embodies an educational philosophy that all students, specifically students in the academic middle, can and should be exposed to a college-going culture through the use of best instructional practices, the development of transferable skills, exposure to the “hidden curriculum”, and parent education. HCMS begins the implementation of college skills in 6<sup>th</sup> grade by teaching students how to organize their binder and how to take Cornell Notes. Each student takes part in AVID advisory that meets twice a week. 6<sup>th</sup> grade AVID advisory focuses on maintaining an organized binder, consistently taking effective notes, understanding and exhibiting the school's character values, reflecting on individual quarterly grades, and setting academic goals. 7<sup>th</sup> grade AVID focuses on understanding the high school application process, researching different types of high schools, and goal setting. This year, 8<sup>th</sup> grade AVID will continue to focus on the high school application process, students will reflect and set goals around their GPA, engage in community service, and complete self-inventories to begin thinking about possible careers. In all 3 grades, students prepare for winter and spring Student-Led Conferences through their AVID advisory. Lastly, 7<sup>th</sup> and 8<sup>th</sup> grade students will research and visit two college campuses per year to further promote a college going culture.

This year, HCMS partnered with “Middle School Arts Matter” initiative in order to provide students with music and art education. This initiative partnered two schools who share a music and art teacher. HCMS collaborated with Corona Arts and Science Academy in Corona to provide our students with visual arts and chorus curriculum. We have enabled HCMS

to provide each student with a semester of Visual Arts instruction and one semester of Choral instruction. Students were also provided an elective option in the arts: Performance Chorus elective and Alternative Arts elective, which were offered three times a week during both semesters. In addition, the art teacher facilitated Art Club twice a week after school and the music teacher met with Performance chorus twice a week after school. As part of the initiative, HCMS receive funding for supplies (instruments, art supplies) and funding for additional arts and music education. Students had the opportunity to see the Spring Spectacular at Radio City Music Hall. The Hampstead Stage Company performed Shakespeare for the Common Core for all our students, and Drumsongs Production Company also performed for the entire school. After each performance at HCMS, students were able to engage in conversation with the actors and musicians, and ask them questions. The year culminated with an Inaugural Spring Arts Showcase, an evening family event that took place the second week of June, organized and led by the music and art teachers. One hallway of the school was turned into an Art Gallery where 6<sup>th</sup> and 7<sup>th</sup> grade art work from the entire year was on display, and the Performance Chorus and Mixed Chorus performed a variety of diverse songs for the HCMS community.

Ties to the community have been established through the support of Councilman Eric Ulrich who has visited HCMS several times to speak and visit with students and parents, and witness the school's growth. Last year Councilman Ulrich granted \$100,000 in Reso-A funds to build a computer lab. This year he has granted HCMS \$425,00 in Reso-A funds to redesign the school's courtyard into a more conducive middle school playground that will include several half basketball courts, volleyball court, handball court, greenery and a more inviting school entrance.

### Special Populations

Twenty percent of the school's population have an Individualized Education Plan (IEP) and is served in either a 12:1:1 class, Integrated Co-Teaching (ICT) class, or Special Education Teacher Support Services (SETSS) class. The specific needs of our Special Education (SPED) students vary and in efforts to meet these various needs teachers follow what is mandated in each child's IEP. Teachers also provide differentiated instruction aligned to Common Core standards and content, and provide additional support and help on a case by case basis. In efforts to ensure that students are engaged in rigorous instruction, Special Education teachers are supported by content area teachers and vice versa using a push-in model in all classes. In addition, content area teachers and Special Education teachers engage in a consistent amount of collaboration and common planning to ensure that each class implements a co-teaching model so that students are exposed to the same content and instructional approaches as General Education students.

The English as a Second Language (ESL) population at HCMS has grown from one ESL student to nine ESL students, all of varying levels, in a year. Next year, that number will increase when thirteen more ELL students (all of varying levels) enter the 6<sup>th</sup> grade. The ESL teacher uses a combination of the push-in model to support students in their content areas and pull-out model to focus on development of specific skills. Like Special Education, Bilingual Education strives to meet the needs of each student through solid implementation of scaffolded differentiated instruction.

### Framework for Great Schools

During the 2014-2015 school year, HCMS made great progress in two areas of the Framework for Great Schools. The first area where the school made progress was "Collaborative Teachers." With an increase of teachers from seven to nineteen in one year, it was imperative that all teachers were committed to the success and improvement of their practice, their classrooms, their departments, and the school. Progress in this area was achieved through an embedded professional development structure that was framed around ongoing learning to improve teachers' individual and collective practice. The professional development structure also supported a high level of teacher collaboration. Founding teachers were an integral part of guiding second year staff through the systems and structures that laid the foundation for HCMS' mission and vision.

Daily common planning, weekly department meetings, and bi-monthly grade level meetings enabled teachers across content areas and grades to collaborate with each other on curriculum, unit, and lesson planning. This enabled founding and second year teachers to maintain a high level of consistency in classroom routines and instructional expectations so that these systems existed school-wide. In addition to planning, teachers used these meeting times to look at student work and analyze data which helped indicate/determine the effectiveness of each teacher's lesson presentation. This

level of collaboration also enabled teachers to share best instructional practices through cycles of peer observations and instructional rounds framed around problems of practice identified by the teachers themselves. The greatest connection teachers made in this area was the realization that not only did data provide teachers with insight on students' areas of strength and improvement; data also helped teachers realize what instructional practices were successful in leading students to mastery and what practices needed to be refined or modified. New learning for teachers was understanding that analyzing student data and work is an effective way to improve one's teaching practice.

The level of collaboration among HCMS teachers couldn't exist without a solid level of trust and professionalism among the staff. HCMS teachers realized that while their individual practice was shifting, the collective impact of effective teaching has the ability to reach and change students far greater than the impact of individual teachers. In addition to improving practice through a collaborative professional development approach, autonomy evolved at the department level and in grade-level teams. Teachers turn to each other for guidance and expertise, and are able to articulate to the principal what is best for their students.

The progress that was made in the area of "Collaborative Teachers" has clearly impacted the progress of the second area "Rigorous Instruction." High levels of teacher collaboration have resulted in high standards and clear expectations in every classroom. Students know exactly what is expected of them in each class and are familiar with the best instructional practices used consistently by all their teachers. A culture exists whereby teachers are encouraged to "test out" or "try out" new approaches and methodologies and then individually and/or collectively reflect on the outcome. Through the implementation of daily common planning, department and grade level meetings teachers have numerous and consistent opportunities to plan. Using the Common Core Standards to frame instruction, teachers plan units and lesson using a differentiated approach. Flexible instructional groups are created through the use of daily data and are implemented on a daily basis. Flexible grouping supports the practice of small group collaboration and a high level of student to student dialogue. These practices ensure the students are engaged with content to promote high levels of thinking and conversation.

#### Focus Area for 2015-2016

The key areas of focus for the 2015-2016 school year will be to continue to focus on the area of "Collaborative Teachers" and to develop effective practice in each teacher through the embedded professional development structure and continuous conversation around the Danielson Framework. With the addition of 8-10 more teachers as we add an 8<sup>th</sup> grade class, it is imperative that the staff maintain the highly collaborative and professional culture that has been established over the past two years. In addition, "Rigorous Instruction" will continue to be an area of focus in order to ensure cohesive vertical planning and spiraling through the three grades, and to ensure consistency in lesson planning and presentation vertically, across the grade levels.

## 27Q297 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	255	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching	4
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	8	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	146.7%	% Attendance Rate			94.5%
% Free Lunch	74.4%	% Reduced Lunch			13.3%
% Limited English Proficient	1.1%	% Students with Disabilities			18.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			52.2%
% Hispanic or Latino	23.3%	% Asian or Native Hawaiian/Pacific Islander			23.3%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			14.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			0.64
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.1%	Mathematics Performance at levels 3 & 4			15.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

The priority need in conjunction with Rigorous Instruction is focus and improvement on organized and timed written extended responses. The information that has informed this priority focus include the following:

- 65% of the school (current 6<sup>th</sup> and 7<sup>th</sup> graders) have scored a 1 or 2 on their 5<sup>th</sup> grade or 6<sup>th</sup> grade English ?Language Arts (ELA) State exam.
- 65% of the incoming 6th grade class has scored a 1 or 2 on their 4<sup>th</sup> grade ELA exam.
- 2014-2015 Measures of Student Learning (MOSL) data in Social Studies and ELA reveals that organization of extended responses and 5-paragraph essays is one of the weakest areas for students in the lowest one third.
- 2014-2015 MOSL data indicated that Trait 5 (organization) for 6<sup>th</sup> grade and for 7<sup>th</sup> grade was an area with the least improvement.
- The 2014-2015 Quality Review suggested a formal writing program to assist in teaching the process of writing.
- Analyzing student work, student writing, and essays helped to identify areas of weakness in organization (opening paragraphs, closing paragraphs, and structure).

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 consistency in class structures and in the use of instructional best practices which include:
  - o Consistent use of the Workshop Model lesson format
  - o Differentiated Instruction in each classroom to include flexible grouping and scaffolding to provide all students with appropriate supports and extensions.
  - o Implementation of protocols to promote student to student dialogue and high-level conversation.
  - o Implementation of strategies to promote a variety of writing (journal, quick-writes, short responses, reflections, and Cornell Notes).
  - o Implementation of Cornell Notes in all content area classes as well as health, art, and music class.
  - o The use of unit assessment cycles to monitor understanding and track mastery.

- o Analyzing data and student work to determine trends and inform instruction.
- o Providing written and verbal feedback to students.
- Implementation of specific co-teaching models in ICT and SETSS classes.

**School's needs relative to Rigorous Instruction:**

- Expand common planning and department meetings to be cross curricular.
  - Use common planning and department meetings to collaborate, brainstorm, and create unit plans that align writing expectations in both subjects.
  - Continued professional development on differentiated instruction, student to student dialogue, writing strategies.
- \* Implementation of a school-wide writing program that will provide clear expectations for short and long writing responses, explicit approaches/strategies for teacher to utilize in class, a common language around writing that the entire school community will be familiar with, consistency in writing across all content areas and grade levels

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 10% of students in the lowest one third in 6/7/8 grades will show an increase of half level (12.5%) to one level (25%) of mastery on Trait 5 (organization) using the ELA MOSL writing rubric from the beginning of the year to the end of the year .

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Implementing a formalized writing program (i.e. Step Up To Writing) that will assist in creating a common approach to writing an extended response and 5 paragraph essay across all content areas.</li> <li>• Professional Development specific to implementation of a formal writing approach.</li> <li>• Implementation of Instructional Rounds with an identified problem of practice so teachers can collaboratively brainstorm and plan effective ways to increase student performance.</li> <li>• Common planning that enables collaboration between the ELA and Social Studies (SS) Departments to share best practices, analyze examples of student work, and compare/contrast Common Core Learning Standards (CCLS) for this skill in both content areas.</li> <li>• Scaffolding CCLS tasks to support students' ability to justify evidence and claims in written responses.</li> <li>• Using models and exemplars of effective responses within daily lessons; comparing and contrasting effective and ineffective exemplars to identify writing characteristics.</li> <li>• Implementing a student friendly-rubric aligned with the SS and ELA written response rubrics.</li> <li>• Teachers provide students with specific feedback and suggestions for effective and solid justification of evidence and claims.</li> <li>• Embedded Professional Development (PD) at the department level that incorporates peer observations and</li> </ul>	<p>Lowest one third of students</p>	<p>September 2015 through September 2016</p>	<p>ELA and Social Studies teachers, principal, Department Leads, District Office support</p>

<p>instructional rounds to identify a problem or practice and department and grade level.</p> <ul style="list-style-type: none"> <li>• Implementation of the Danielson Rubric to identify and support development of teacher pedagogy.</li> </ul>			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• (Academic Intervention Services AIS) will support the continued development of the goal outside the classroom.</li> <li>• ESL support will consist of, both, push-in and pull-out models to ensure students are receiving appropriate groups and individual support.</li> </ul>	Lowest one-third	Sept. 2015-Sept. 2016	Special Education Teachers, ELL teachers
<ul style="list-style-type: none"> <li>• Parent Workshops to provide parents with information and resources around Common Core Curriculum and Expectations, Instructional Focus, resources to assist their child.</li> <li>• Parent Classroom Visitation Days will give parents several opportunities to sit alongside their child in each of their content areas and engage in content being taught.</li> <li>• Unit syllabi sent home to parents at the beginning of each unit that outlines the Common Core Standards covered in the unit, the content that will be covered throughout the unit, dates of assessments and projects, and content and skill specific resources for parents to use.</li> </ul>	Parent Community	Sept. 2015-Sept. 2016	Guidance Counselor, Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Professional Development provided by an outside provider specific to focus area.</li> <li>• Master scheduling to include common planning and departmental planning.</li> <li>• Provide substitutes for the purpose of collegial observations and Instructional Rounds.</li> <li>• Per session offered for additional common planning and professional development.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

## **Part 5 – Progress Monitoring**

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

In September 2015, February 2016 and June 2016 students will take a pre, mid, and post writing assessment created by the English/Language Arts (ELA) and Social Studies department. The rubric used for each assessment will be the ELA MOSL rubric. The assessment will include completion of a 5-paragraph essay for each of the 6 units of study in ELA and each of the 4 units of study in Social Studies. One unit assessment in each ELA and Social Studies will be used for the February mid-point assessment in order to track and monitor student growth.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

With the addition of 10 new teachers to the HCMS staff for the 2015-2016 school year, it is imperative that the goals guided by the mission and vision are maintained. Through school-wide professional development prior to school opening, new teachers will engage in professional development around the 8 Danielson Indicators and the Danielson Rubric. Since several instructional expectations such as differentiated instruction, student dialogue and discourse, levels of questioning, student-led classrooms listed in Indicator 3B overlap with several other Indicators (1A, 1E, 3C, 3D), 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:
  - o Weekly Check-ins with teachers
  - o Daily common planning time
  - o Weekly Department meetings
  - o Weekly Grade level meetings
  - o Cycles of Peer Observations which allows teachers to learn from each other
- \* Informal and formal mentoring partnerships that are set up for teachers.
  - o Individual Reflection to enable teachers to engage in a cycle of “plan, teach, assess, reflect”.
  - o Book Study/use of text to guide instructional non-negotiables
- ♣ Judith Dodge: Differentiated Instruction
- ♣ Zwiers and Crawford: Academic Conversation
- ♣ Jim Knight: High Impact Instruction

#### School’s needs in response to Collaborative Teachers

- 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.
- \* The 2014-2015 Quality Review cited Pedagogy-Indicator 1.2 as a Proficient area, but also as an Area of Focus in order to strengthen consistent best practices across all content areas.
- \* Varying levels of teacher pedagogy indicated by assessments of informal observations revealed a need for specific focus on effective and consistent instruction.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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. 10% of teaching staff will achieve one level of improvement from “Effective” to “Highly Effective” in Indicator 3B.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• PD framed around the Danielson Rubric and Indicator 3B</li> <li>• Three Cycles of Peer Observations between October 2015 and June 2016</li> <li>• Three Cycles of Individual Reflections between October 2015 and June 2016</li> </ul>	28 teachers	September 2015-June 2016	Principal, teachers, Talent coach,

<ul style="list-style-type: none"> <li>• Teachers participation in school-based PD that analyzed the Danielson rubric in order to construct individual goals.</li> <li>• 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.</li> <li>• Weekly individual teacher check-ins provides teachers with one-on-one time and differentiated professional development that addresses individual modifications to practice.</li> <li>• Weekly common planning to assist teachers in lesson planning and curriculum planning.</li> <li>• School-based embedded PD framed around teacher needs based on informal observations and individual goals.</li> <li>• 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.</li> <li>• Principal has “open-door policy” to work with teachers, provide guidance, feedback, and support when needed.</li> <li>• Teachers will continue to research, discuss, implement different approaches and strategies within differentiated instruction to meet the needs of all students.</li> <li>• Use of Zwiers and Crawford text, <u>Academic Conversations</u> to differentiate and enhance various levels of conversation in each class.</li> </ul>			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Common planning for content area teachers, Special Ed teachers and ELL teachers to allow for additional lesson planning and collaboration to ensure all mandates are met and to make sure there is consistency in teaching and instruction throughout all classrooms.</li> <li>• ELL support will consist of, both, push-in and pull-out models to ensure students are receiving appropriate groups and individual support.</li> </ul>	<p>Teachers who utilize co-teaching model: General Ed teachers, Special Ed Teachers, and ESL teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Special Ed Teachers, ELL teachers</p>

<ul style="list-style-type: none"> <li>Continued parent classrooms visitations in order for parents to experience what is taking place in class.</li> <li>Possible Parent Workshop on “Academic Conversations with your Child”</li> <li>Providing parents with guiding questions during class visits, PTC’s, and SLC’s.</li> </ul>	Parent Community	Sept. 2015- June 2016	Parent Coordinator, Guidance Counselor

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Substitutes for Peer Observations and/or Instructional Rounds</li> <li>Additional Per session for Professional Development</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will engage in 3 Peer Cycles of Observation and Reflection (December, February, April). The quantifiable mid-point benchmark will be the February Cycle of Observation and Reflection. The Principal and teachers will use this tool; plus, feedback from informal observations to measure individual growth in this area.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

In efforts to sustain the already existing collegial and professional school culture at HCMS, instructional teams will be maintained as new teachers are added in order to develop autonomy at the grade and department level. Building strong instructional teams is part of the vision and goals of the school. The need for consistent 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, and the professional development team.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of the NEW teaching staff will achieve a level of effective in Indicator 4E. By June 2016, 100% of RETURNING teachers will achieve one level of improvement (from “developing” to “effective” or “effective “ to “highly effective”) **OR** maintain a level of “effective” in Indicator 4E if previously achieved at HCMS during the 2013-2014 school year. Teachers will 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**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>* 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.</p> <p>* 3 cycles of observation and reflection.</p> <p>* Informal classroom visits by teachers &amp; opportunities for informal professional conversations/debriefs with their colleagues</p> <p>* Weekly department meetings and grade level meetings where teacher teams determine goals based on needs assessment in department and within grade.</p> <p>* Continued professional development around analyzing student work and disaggregating data.</p> <p>* PD around the use of protocols to guide the work of instructional teams.</p> <p>* The implementation of Instructional Rounds that identify a "problem of practice" within each department</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers  Principal</p>
<p>* Provide PD on the 6 co-teaching models to increase effectiveness of all teachers in the classroom - this will include Paraprofessionals as well.</p> <p>* Common planning for content area teachers, Special Ed teachers and ELL teachers to allow for additional lesson planning and collaboration to ensure all mandates are met and to make sure there is consistency in teaching and instruction throughout all classrooms.</p> <p>* ELL support will consist of, both, push-in and pull-out models to ensure students are receiving appropriate groups and individual support.</p>	<p>ESL and SPED teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers  Para-Professionals  Principal</p>

* Classroom Visitation Days in all content areas.	Parent	Sept 2015- June 2016	Teaching Staff
* Parent engagement in the Student Led Conference process.	Community		Principal
* Parent feedback through the use of survey and reflections after class visits and SLC's.			Parent Coordinator

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for substitutes or paid coverages when conducting inter-visitations.											
Per session for additional common planning time.											
Funds to purchase research-based materials that support PD of teachers											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will 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” through 3 Cycles of Teacher Observations and Reflection. These will take place in December, February and May. February will be the quantifiable mid-point benchmark where the 2nd observation cycle plus, feedback and resulting action from informal observations will track growth of this indicator/goal. In addition, minutes, agendas, goals, informal observations, cycles of reflection will all be evidence of the collaborative work and goals teachers are engaged in.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
•			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funds for the purchase of texts to guide individual and collective PD.											
Per session for additional on-site and off-site professional development for teachers.											
Scheduling time with network support to attend different instructional team meetings.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Based on informal and/or formal observations, teacher progress in this indicator will be tracked throughout the year. The mid-point benchmark will be February.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Previous year's state test scores, % growth in MOSL test scores from the beginning of the year to the end of the year, Unit data, conferencing, homework completion rate, attendance trends.	Reteach of class lesson/skill based, test review, conferencing, writing process, homework completion	Small group instruction, one on one tutoring,	Extended day program (after school), during lunch, during elective, Saturday Academy,
<b>Mathematics</b>	Previous year's state test scores, % growth in MOSL test scores from the beginning of the year to the end of the year, Unit data, conferencing, homework completion rate, attendance trends.	Reteach of lesson/skill based, class review, test review, problem solving, conferencing, homework completion	Small group instruction, one on one tutoring,	Extended day program (after school), during lunch, during elective, Saturday Academy,
<b>Science</b>	Previous year's state test scores, % growth in MOSL test scores from the beginning of the year to the end of the year, Unit data, conferencing, homework completion rate, attendance trends.	Reteach of lesson/skill based, class review, test review, problem solving, conferencing, homework completion	Small group instruction, one on one tutoring,	Extended day program (after school), during lunch, during elective, Saturday Academy,
<b>Social Studies</b>	Previous year's state test scores, % growth in MOSL test scores from the beginning of the year to the end of the year, Unit data, conferencing, homework completion rate, attendance trends.	Reteach of lesson/skill or content based, class review, test review, DBQ preparation and completion, conferencing, homework completion	Small group instruction, one on one tutoring,	Extended day program (after school), during lunch, during elective, Saturday Academy,

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandates, students in crisis, parent conferences and recommendations, teacher conferences and recommendations	Social/emotional guidance, academic guidance, college and career readiness, parent education	Small group, one on one counseling, advisory, meetings	During the school day, after school
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment</p> <ul style="list-style-type: none"> <li>• Review Open Market, New Teacher Finder, and attend DOE hiring fairs.</li> <li>• Connect with potential candidates through Borough Field Office human resources manager.</li> <li>• 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.</li> <li>• Recommendations from current staff</li> </ul> <p>Retention</p> <ul style="list-style-type: none"> <li>• Mentorships</li> <li>• Individual weekly check-in meetings with principal to discuss goals, plans, concerns, strategies, and ways to improve teacher practice.</li> <li>• Embedded professional development that is differentiated to fit the needs of each teacher and includes common planning, weekly PD, peer observations.</li> <li>• External professional development provided by outside organizations such as ASCD, AVID, and Ramapo Children's Center</li> <li>• Provide qualified staff with opportunities to develop capabilities for future administrative roles.</li> <li>• Development of a collegial, collaborative and professional community.</li> <li>• Maintain an open door policy.</li> </ul>

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

- 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, ASCD).
- Teachers attended Summer PD around the Teacher Evaluation System and Danielson Rubric.
- Turnkey training around writing, inquiry, reading, collaboration, and student organization that teachers received at the AVID Summer Conference over the past two summers 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 the school's mission/vision 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).
- 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.

Resources would support the implementation of an after-school AIS program offered twice a week from November through May, plus the implementation of Saturday Academy that will be offered 10 consecutive Saturdays from January through March. Students would receive consistent weekly support provided by their content area teachers after the school day ends. In addition, students would receive consumable materials aligned with the curriculum in each of these programs. Data on student growth will be tracked to ensure that students are achieving mastery in deficient areas.

### **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).

The TA program would be implemented as additional support to the regular school day instructional program and it would be aligned with the rigorous Common Curriculum offered in order to provide students with additional supports in specific areas. In addition, curriculum would be differentiated as it is during the school day using the same strategies and approaches utilized in students' daily lessons. This would eliminate removing students from the classroom during the 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>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:

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

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

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

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

## Parent Involvement Policy (PIP)

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, 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** will support parents and families of Title I students by:

- Over the 2015-16 year, guidance counselor will create a calendar to provide parents with various educational information through our "Parents as Partners" workshops which will take place on a monthly basis. Day and evening sessions will be provided in order to accommodate all parents. Topics will include bullying, cyber-bullying, effectively communicating with your child and organizational skills.
- 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”)
- Host a "Career Day" which would include engaging parents in the community to present to students different career opportunities. Parents, student's siblings/relatives and friends of community would share their educational background, job training, skills and daily responsibilities involved in their careers/occupation to aid in post-secondary readiness.
- Provide parents with training to navigate online grading system, Skedula. Parents will increase communication with school by having access to assignments/homework/grades posted online.
- Provide parents with an opportunity to create a comfortable space at school that is accessible to all parents, supervised by PTA. Parents will have access to phone and computer to assist with organizing any projects related to school and parent involvement.
- Provide parents with opportunities to participate in their child's learning by chaperoning trips that take place within our community and outside so that they may share in their child's learning. As well as participate in "A Day in the Life of an HCMS Student by sitting in on their child's Math/ELA/Science classes.

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:

- conduct parent surveys at least three times a year requesting parental input.
- provide parents with an opportunity to create a comfortable space at school that is accessible to all parents, supervised by PTA. Parents will have access to phone and computer to assist with organizing any projects related to school and parent involvement.
- provide opportunities to evaluate and identify cultural barriers to successful parental involvement via phone calls, website, surveys, Parent Workshops, and Parents’ Association meetings.
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Area; instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- distributing content area syllabi, Weekly Parent Reminders, and Quarterly Progress Reports designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

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

• **School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 (Student-Led Conferences, IEP's) 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;
- provide parents with weekly correspondence informing them of family events, meetings, workshops via e mail, mailings and school website.

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

- **Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

- always try my best to learn.
- 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;
- 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.
- to display our character values daily.