



FANNIE LOU HAMER MIDDLE SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 12X286

ADDRESS: 1001 JENNINGS STREET, BRONX, NY 10460

TELEPHONE: 718-860-2707

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12X286 **SCHOOL NAME:** Fannie Lou Hamer Middle School

SCHOOL ADDRESS: 1001 Jennings Street, Bronx, NY 10460

SCHOOL TELEPHONE: (718) 860-2707 **FAX:** (718) 860-3212

SCHOOL CONTACT PERSON: L. Chanon **EMAIL ADDRESS:** lchanon@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Gina Rowe

PRINCIPAL: Lorraine Chanon

UFT CHAPTER LEADER: Matt Bull

PARENTS' ASSOCIATION PRESIDENT: Jessica Ortiz

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** CUNY/AED PSO

NETWORK LEADER: Calvin Hastings

SUPERINTENDENT: Myrna Rodriguez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Lorraine Chanon	*Principal or Designee	
Abbey Wilson	*UFT Chapter Chairperson or Designee	
Jessica Ortiz	*PA/PTA President or Designated Co-President	
Jessica Ortiz	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
G. Rowe	Member/UFT	
J. Guerrero	Member/PA	
B. James	Member/PA	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Fannie Lou Hamer was founded on the principles of educational reform that underpin the Coalition of Essential Schools. Derived from the ideas of Central Park East Elementary and Secondary School, the school has adapted that ethos to the community and culture of our Bronx neighborhood. Because school communities are ecosystems, there is no one variable that has determined the success of FLHMS. Rather, the school is successful because there is a cycle of educational philosophy that structures the practices of the community.

TheodoreSizer's *Horace's Compromise* and *Horace's School* determined that certain factors undermine or support school success. Deborah Meier, founder of Central Park East Elementary School and author of *In Schools We Trust* and *The Power of Their Ideas* created Central Park East Secondary School in collaboration with Sizer to showcase the principles of the Coalition of Essential Schools in the late 80's. CPESS lead teacher, Nancy Mann, went on to open and become Principal of Fannie Lou Hamer Freedom High School in the early 90's. When the incoming population of 9th grade students were identified as being 2 to 5 years below grade levels, staff developer Lorraine Chanon (and former CPESS teacher) with the help of CPE teacher Susan Gordon and the support of many progressive educational institutions like Sarah Lawrence College, Bard College, Coalition of Essential Schools and non-profits like Mothers on the Move and Bronx River Alliance opened Fannie Lou Hamer Middle School in the Fall of 2004. By 2005, this first class of students made gains that led to Fannie Lou Hamer Middle School being recognized as a high performing Middle School in District 12.

FLHMS places an emphasis on the following core principles:

- 1) Smaller Class Size – On average, class sizes have been between 20 and 25 students. Students work with a core group of adults who are responsible for the success of every learner.
- 2) Focus on the Basics – Literacy, math and critical thinking skills are stressed across the curriculum. Learning is about developing strategies to improve in these areas and an integration of these skills with critical thinking. We begin with a curriculum of intervention and set the goal of independent learning by graduation. Reflection and self-awareness focused on in “advisory” to support learners in recognizing their strengths and areas of struggle.
- 3) Differentiated Instruction – Through targeted intervention and curriculum modification the needs of all learners are addressed. Projects, student-centered learning and open-ended questions allow for critical thinking at all levels and in multiple learning styles.
- 4) Teachers are Learning Professionals – Teachers are treated as stakeholders in the running and building of the school. Staff members continually problem-solve to improve the learning environment and are involved in all aspects of school decision-making from scheduling and programming to curriculum and learning.

- 5) Developing Personalized Relationships – Understanding of the “whole child” has always been a cornerstone of the vision of FLHMS. The school has worked assiduously to address the social emotional development of our students from its inception. All classes have a social emotional learning component that focuses on how to learn, not just learning.
- 6) Positive Discipline - As part of the social-emotional learning, the whole school engages in methods of positive discipline. The culture supports positive behavior. Individuals who struggle have multiple avenues of showing off their best self. A mediation and anti-bullying initiative supports a safe and supportive atmosphere throughout the school community.
- 7) Systems of Support - The social work staff at FLHMS serves as a vital link between at-risk students’ families and the school, working with parents, guardians, teachers, and other school officials to ensure students reach their academic and personal potential. Through the Instructional Support Team and our Student Intervention Team, the school provides services designed to alleviate conditions which are impeding the students’ success in school. These Teams helps promote maximum development through utilization of all available resources, whether they are based in the home, the school, or the community.

Aids & Barriers

Fannie Lou Hamer Middle School resides in School District 12. In addition to being within the poorest urban Congressional District in the nation, the District has been on New York State’s list of districts in need of improvement. In District 12, there is a history of low literacy and math skills. By middle school, student study habits were underdeveloped and students come to school with a myriad of social and economic issues reflected in the Title I designation of our school.

Learning disabilities, identified and unidentified, characterize a third of our population and academic progress is further impeded by poor attendance and transience leading to many missed school days. Taking all of the above into consideration, Fannie Lou Hamer Middle School is structured to support and engage the learning of all of our students as well as create high expectations through a portfolio culture.

Of our current population of 240 students:

- 50 are IEP students (21%).
- 24 are identified as ELL (10%).
- 75 have been held over more than once in their school lives (30%).
- 177 received below a Level 3 score on their ELA exam (75 %)
- 165 received below a Level 3 score on their Math exam (70%)
- 240 students receive Title 1 designation (100%)
- 154 families are on Public Assistance (64%), a 9% increase over the previous year, and 19% higher than two years prior.

We have structured our school to support the learning needs of our community. We have also continued to build on the experience of our staff and hire staff with experience. Last year, 50% of our teachers have three years or less experience. This year, only 14% of our staff (3) have less than 3 years experience. 55% of our staff has 3-5 years experience (12). 32% of our staff has more than 5 years experience. We work intensively with our staff to ensure that they are able to take on the challenges of our students. We have worked to create a professional learning community that allows for peer professional development, peer mentoring and inter-visitation.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Fannie Lou Hamer Middle School				
District:	12	DBN #:	X286	School BEDS Code:	321200010286

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					89.9	91.4	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					96.2	93.1	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	87	66	83	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	79	83	72		88.8	84.1	97.0		
Grade 8	97	83	80						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	5	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					5	7	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	12	10	21	Principal Suspensions	129	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	34	27	23	Superintendent Suspensions	14	3	TBD		
Number all others	15	12	1						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	12	10	10	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	31	33	22	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	4	19	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	23	18	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	5	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	1	TBD
	3	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	21.7	27.8	TBD
Black or African American	23.9	23.3	23.8	Percent more than five years teaching anywhere	21.7	16.7	TBD
Hispanic or Latino	74.6	73.7	74.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.3	1.3	Percent Masters Degree or higher	57.0	44.0	TBD
White	0.8	1.3	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	77.6	100.0	TBD
Multi-racial	0.0	0.0	0.0				
Male	47.4	53.4	49.4				
Female	52.6	46.6	50.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	X		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	✓(sh)	✓	-				
Limited English Proficient	✓(sh)	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	79.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Fannie Lou Hamer Middle School is beginning its sixth year. Our LES survey shows that our school community agrees that FLHMS is a safe and well-disciplined school. We have done much to ensure there are smooth procedures and transitions throughout the building and the floor. Any Middle School principal knows that this alone is a huge success. In addition, this year, our Instructional Support Team worked to ensure 30 at-risk students received services according to RTI. This contributed to the smooth functioning of the school and teachers and students felt supported in getting their needs met by a group of inside experts.

Furthermore, we have seen that our Literacy Program, now three years old, has born out significant results. Our students reading levels improved an average of 30% this year. While our students still need much support to catch up to their appropriate reading level, we feel that our Literacy Program is working to help students develop their comprehension skills. This is evidences as well in the low percentages of students who received level ones on the ELA. While last year, we had more students struggling with the ELA than the Math test, this year the reverse was true. Most of our general education & ELL population was able to get a Level 2 or better. Indeed, on the Progress Report, the school earned additional credit for every sub-group in both ELA and Math. In the Content Areas, our 8th grade class (which had the highest percentage of SE & ELL learners school-wide) showed that they were able to meet standards on both the Science and Social Studies Exams. We see this understanding of Content Area Literacy as very significant since Science & Social Studies play a major role in HS & College success. While we have made important gains there are still areas to improve on. While our at-risk students have made significant gains, they are still shy of grade level standards. 177 students received below a Level 3 score on their ELA exam (75 %), 165 students received below a Level 3 score on their Math exam (70%). These lagging test scores are consistent with our Running Record data and Math Unit Test. Students who are low performing on these interim assessments, score below standards on the State Exams. We believe our Literacy Program will develop the skills needed to create strong readers and thinkers.

One important change we will make in the upcoming year is in our data collection. While we attempted to work within the DY0 assessment system, we found the data to be unreliable. The use of five significantly different assessments throughout the year did not support teachers or students with learning. One major change for us will be the use of Assessment Pro and Acuity in the upcoming year to track the progress of our students and subpopulations. We have found the data from Running Records to be the most reliable source of student performance. Through data

analysis, we have also discovered Standards Based Interim Testing like Acuity to be clear predictors of math performance and growth. Having this data in systems like Assessment Pro and Acuity will allow us to more easily track the trends in our learners.

In addition, we still would like to improve Content Area Literacy across the school. By doing more interdisciplinary curriculum, we hope to develop reading, writing, math & critical thinking in Social Studies and Science. This initiative is being developed in the 6th & 7th grades.

As a school who is strong in literacy, we are clear that math learning needs to be supported as well. We have begun an initiative to develop vertical math planning. Our teachers are examining essential math concepts like “fractions”, “integers” and “probability” to understand how student understanding of these concepts need to develop over three years - and how that impacts grade-level instruction. In addition, we seek better data from Acuity ITA’s and Predictives to help us more closely assess student performance across the year and across standards. We also hope to use the computer based Acuity technology support so students can practice the skills they lag in. Yet we do not see this as enough. While we have developed intervention systems for Math, like TAI, we are looking for more systems of math support for our students and see 2010 as the year to bring more resources into the building to make targeted learning happen.

FLHMS Test Results – 240 Students

ELA - # of Level 1’s

Grade Level	Total	SE	ELL
6 – 85 students	11	10	1
7 – 75 students	5	0	3
8 – 85 students	10	8	1

Math - # of Level 1’s

Grade Level	Total	SE	ELL
6	14	10	2
7	17	3	4
8	11	10	1

2007-2010 State Reading Test Data

Year	1	2	3	4
2010	39	138	55	3
2009	4	118	110	0
2008	13	170	75	1
2007	20	171	50	0
AVG	19	149	72	1

2009-2010 Running Record Data

Grade	Below 4 th Grade		4-6 th Grade		At 7-8 th Grade	
	Fall	Spring	Fall	Spring	Fall	Spring
6 th	46%	16%	44%	69%	5%	14%
7 th	26%	16%	60%	73%	0%	10%
8 th	44%	13%	50%	68%	4%	13%

Analysis of FLHMS' Accomplishments

Students show significant progress in all areas, but most especially Content Areas. This year we made a concerted effort to boost literacy in ELA as well as literacy in the Content Areas. Considering our 8th grade class had the highest number of at-risk learners in the school, the amount of success on the Science & Social Studies tests bears out the need to emphasize Literacy across the curriculum. We would love to examine the other data from the Progress Report, State ELA or Math exam. However, this data was not available at this time. Even without this data, our school community has developed a data collection system using Running Records. This year we will get more support for this work by combining our data collection with Assessment Pro. We will also be combining our Math Testing system with Acuity for more accurate data from that tool as well. By working with the AUSSIE's, we have been able to do targeted data analysis of our Running Records in order to do goal-setting & instructional alignment in our reading program across the school. This year we also developed our capacity by creating teacher leaders who bring in-house professional development based on data driven instructional planning for our learners. We also have used the capacity of our teachers to develop an inter-visitation program where teachers can watch each other teach.

Areas for the FLHMS community to improve on

Math - Our preliminary data showed our 7th graders struggling with math concepts presented on the State Exams. While our numbers were stronger than some of our peer schools, it is important for us to respond to this data with action. We have been implementing a curriculum of intervention program to reinforce automaticity in basic math skills. Part of our "content-area literacy" initiative is to support student vocabulary building in math. We have developed a professional development initiative to support vertical math planning so teachers have a longitudinal view of what skills students need to develop 6-8 to support math learning. In addition, we are seeking strong technology curriculum to support learners in basic skills. Finally, our CFI math inquiry teams will be using the data derived from Acuity to better target "power" standards to reinforce in their instruction.

Literacy - Our preliminary ELA data from the State Tests show that less students were at risk of level 1. In addition, our work in Readers & Writers Workshop should continue to improve student outcomes for ELA. Our targeted interventions in reading have helped students move from "learning to read, to reading to learn". We have also created a content-area literacy initiative to improve reading and writing in our Science & Social Studies programs. We have also initiated an intervention program for the 6th grade that focuses on vocabulary building. Now we need to focus on how to get our Level 2 and Level 3 students to move up.

Parent Communication - We improved parent communication by sharing information with the families monthly. We would like to improve parent involvement in their child's education by sending home more frequent progress reports. In addition, to the three Report Cards, the school would like to send home three more interim progress reports in English & in Spanish for parents.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Rationale: In the last three years, the most reliable data we have used is our Running Records for reading comprehension and Mock ELA & Math tests for data driven understanding of test outcomes. We intend to focus on these data collection systems for this year using Assessment Pro & Acuity Predictives for ELA & Acuity ITA's & Predictives Math.

Goal 1 – English Language Arts: Students will demonstrate progress in literacy, specifically reading.

Target: 75% of our students will show progress in reading as evidenced by advancing two reading levels using Fountas and Pinnell Running Records by June.

- Use of Running Record data & Acuity Predictive Data to diagnose and intervene to support student performance in ELA.
- Targeted support and professional development of teacher in literacy strategies using data.

Goal 2 – Mathematics - Students will demonstrate progress of standards based math. Students will demonstrate progress in math critical thinking skills.

Target: 65% of our students will show a 5% increase from Fall to Spring ITA's.

- Teachers will use ITA data to diagnose and intervene to support student performance
- Math teachers will use "critical thinking" Summative Assessments to promote problem-solving strategies in student math work.
- Adoption & implementation of school-wide Math strategies
- Targeted support and professional development of teacher in math strategies

Goal 3 – Parental Involvement – Target: Increase the number of families that log on to ARIS by 10%.

- Last year, the percentage of parents who logged into ARIS to check student progress was 18%.
- Last year, the school began using TeacherEase Progress Report & Report Card system. Only teachers had access to the system. This year, the school will give families user name and password for TeacherEase system.
- Last year, the school was using the DYO assessment system which was not connected to ARIS, thus families did not have access to interim assessment data. This year, school enrolled in Acuity and Assessment Pro, two systems that allow parents to track their child's progress throughout the year via ARIS.
- Last year, the school worked with Per Scholas to allow families 6-8 to get access to free desktop technology for their homes. Over 100 families were able to get free training and home computers. This year, the school will work with Computers for Youth to get all new 6th grade families desktop computers as well as internet access at a reduced price.
- Last year, the school did not have a website that would allow families immediate access to ARIS and TeacherEase as well as other information about the school. This year, the school, supported by Teaching Matters will create a website that allows direct access to TeacherEase and ARIS.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>75% of our students will show progress in reading as evidenced by advancing two reading levels using Fountas and Pinnell Running Records by June as collected using Assessment Pro.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data</p> <ul style="list-style-type: none"> - As per our 2009-2010 Progress Report, 77.5% of our students made a minimum of one year’s growth in ELA as measured by the NY State ELA exam. - As per our 2009-2010 Progress Report, 75% of our ELL students, 67.5% of our SE students, and 61.7% of our lowest one-third Citywide showed Exemplary Proficiency Gains in ELA, - To gauge student progress for a full academic year, we are using Fountas & Pinnell reading assessment to measure gains in reading. - We will use running records & conferencing records for interim formative assessment. - Teachers will give pre & post-assessments in writing - All Reading & Writing units culminate in a summative assessment aligned to the Common Core Standards - Students will collect evidence of reading & writing in their portfolios - Students will have daily Reading & Writing logs - January ELA predictive data for ELA - Monthly Progress Reports - Trimester Report Cards <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> - Teachers will analyze the results of running records data to determine reading strategies that need to be re-taught for whole group & sub-group instruction. - Teachers will analyze the results of conferencing to determine intervention strategies

that are needed to support at-risk learners.

- Teachers will use writing pre and post-assessments with Teaching Matters writing rubric to determine gains in writing.
- Students participate in five distinctive components of literacy study:
 - o Flexible guided reading groups to engage students in small groups, monitor progress and differentiate instruction according to student need.
 - o Independent reading program based on the selection of "just right books" that reflect appropriate Fountas & Pinnell levels as determined by results of periodic conferencing and running records.
 - o The use of literature to gain a deeper understanding of literary elements.
 - o Teachers gauge student progress in writing samples, writers' logs, summative assessments and portfolios using Teaching Matters & FLHMS developed writing rubrics.
 - o Teachers use tiered groupings based on student skill profiles and interests to provide remediation and enrichment instructional strategies.
- Schedule common planning time for weekly Literacy meeting
- Saturday Academy sessions 8 weeks before NYS ELA Exam
- Programming of CTT students in Collaborative Team Teaching 100% of instructional time (two teachers in each classroom 100% of teaching time.)
- Programming of ELL learners in ESL supported classroom. ESL teacher supporting in the room 30% of the teaching time, ESL teacher pulling at-risk learners 20% of the time)
- Use of technology to increase engagement of the writing process using Teaching Matters Writing Curriculum
- Use of extended day to support Level K,L,M readers through on-line use of Headsprouts Early Reader Program and Headsprouts Reading Comprehension Program.
- Use of extended day to support higher level readers with Literature Circles with high interest books.
- Purchase of full range of high interest reading materials (books, books on CD, magazines) for a range of reading levels.
- Staff will periodically examine student work in order to develop and monitor effective instructional practice.

Professional Development

- Professional development workshops from the AUSSIE's Literacy Coach on strategies for guided reading groups, effective conferencing, and the use of running records
- Professional development by Turnaround for Children to support Literacy Interventions developed in Instructional Support Team.

	<ul style="list-style-type: none"> - Professional development by the AED on: <i>Strategies that Work</i>, on Reading & Writing Workshop Conferencing techniques, on Non-Fiction for the Struggling Reader, and on Vocabulary Strategies across the Curriculum. - Teaching Matters (from Connected Learning Grant), provides customized on-site support in use of technology, for additional targeted professional development to Literacy teachers and content area specialists. - Literacy coach will provide professional development to Literacy Teachers on engaging students in high level questioning using the Common Core Standards. - Professional Development by in-house practitioners using UBD, Summative Assessments and Rubrics. - Professional development by the Literacy coach to further support teachers on conducting effective conferencing, guided reading groups and the use of running records to identify and monitor student progress. - Professional development by Teaching Matters coach on the effective use of Teaching Matters writing rubric to gauge student progress on writing samples.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Use of Resources:</p> <ul style="list-style-type: none"> - Staffing Highly Qualified teachers - Scheduling that enables teachers and coaches to effectively engage in professional development - Student programming to support at-risk learners - C4E Funding for additional Saturday School Teachers - CFI Inquiry Team Funding - SINI Funding used for AUSSIE Literacy Coach - SINI Funding used for Turnaround for Children - Laura Bush Grant for High Interest Reading Materials <p>Budgeting</p> <ul style="list-style-type: none"> - Funding for common planning time - Substitute /coverage teacher for PD work - Teacher release time for PD work - CFI Inquiry Team funding - Saturday Prep Academy with C4E funding & Title 3 funding - Per session for Summer PD Institute using Title 1 Funding - Title 3 funding for Computer Technology, Books, & CD's - SINI funding for additional classroom desktops & laptops

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Yearlong Diagnostic Evidence & Analysis September – Collection of initial Running Record Data of all students to gain baseline. October – Upload data to Assessment Pro and disaggregate data according to sub-populations November – Share data with families. Set student goals for Reading & Writing December – Continue Professional Development for teachers in ELA January - Mid-year collection of Running Record Data of all students. Mid-Year Predictives for ELA. February – Analyze Running Record Data & Predictive Data. Share Running Record Data with families. Set student goals for Reading & Writing. March – Use formative & summative for reading & writing to assess interim progress. April - Use formative & summative for reading & writing to assess interim progress. May - End of year collection of Running Record Data of all students June – Collect portfolios, set student goals for Reading & Writing. Analyze Running Record Data, Use data to update curriculum planning for new school year and CEP goals.</p> <p>Other evidence</p> <ul style="list-style-type: none"> - Agendas and minutes of grade Literacy meetings - Agendas and attendance sheets from Literacy professional development meetings - FLHMS Curriculum Collection of Maps, Unit Plans, Summative Assessments and Rubrics for literacy and content areas. <p>Evidence to Achieve Accomplishment of this Goal:</p> <ul style="list-style-type: none"> - ARIS data from Assessment Pro - New York City Progress Report proficiency rating <p>Projected Gains: 75% of students will move up 2 or more reading levels</p>
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Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>65% of our students will show a 5% increase from Fall to Spring ITA's.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Use of Data</p> <ul style="list-style-type: none"> - As per our 2009-2010 Progress Report, 68.6% of our students made a minimum of one year's growth in ELA as measured by the NY State ELA exam. - As per our 2009-2010 Progress Report, 45.7% of our ELL students, 61.4% of our SE students, and 46.5% of our lowest one-third Citywide showed Exemplary Proficiency Gains in ELA, - To gauge student progress for a full academic year, we are using Acuity Math

assessment to measure gains.

- We will use Unit Tests for interim data.
- Students who receive less than 70% on unit examinations will be targeted for intervention and teachers will set individual student goals for improvement
- Math units culminate in a summative assessment aligned to the Common Core Standards
- Students will collect evidence of their math learning in their portfolios
- Use of January Math predictive data
- Monthly Progress Reports for math classes
- Trimester Report Cards

Curriculum and Instruction:

- Teachers will analyze the results of Acuity math data to determine math concepts that need to be re-taught for whole group & sub-group instruction.
- Teachers will analyze the results of Unit Tests to determine intervention strategies that are needed to support at-risk learners.
- Teachers will use Summative Assessment rubric to determine pre & post assessment gains.
- Schedule common planning time for weekly grade level Math meeting
- Saturday Academy sessions 8 weeks before NYS Math Exam
- Programming of CTT students in Collaborative Team Teaching 100% of instructional time (two teachers in each classroom 100% of teaching time.)
- Programming of ELL learners in ESL supported classroom. ESL teacher supporting in the room 30% of the teaching time, ESL teacher pulling at-risk learners 20% of the time)
- Use of extended day to support Level 1 math students through TAI Math Intervention Program.
- Staff will periodically examine student work in order to develop and monitor effective instructional practice in Math.

Professional Development

- Professional development workshops from the AUSSIE's Math Coach on strategies for guided reading groups, effective conferencing, and the use of running records
- Professional development by Turnaround for Children to support Math Interventions developed in Instructional Support Team.
- Professional development by the AED on Math Common Core Standards for Math, Math Common Assessment and Benchmarks, Looking at Math Projects that Stimulate Learning, Creating Diagnostics for the Math State Exam, Non-Fiction for the Struggling Reader, Vocabulary Strategies across the Curriculum.

	<ul style="list-style-type: none"> - Teaching Matters (from Connected Learning Grant), provides customized on-site support in use of technology, for additional targeted professional development for math specialists. - Professional Development by in-house practitioners using UBD, Summative Assessments and Rubrics. - Professional development by the Math Teachers to further support teachers on best practices in Math Education. - Professional development by Lehman College Math Project coach on the aligning Constructivist Learning in Math to Common Core Standards.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Use of Resources:</p> <ul style="list-style-type: none"> - Staffing Highly Qualified teachers in Math Education - Scheduling that enables teachers and coaches to effectively engage in professional development - Student programming to support at-risk learners - C4E Funding for additional Saturday School Teachers - CFI Inquiry Team Funding - Title 1 Funding used for AUSSIE Math Coach - SINI Funding used for Turnaround for Children - Title 1 Funding for Lehman College Math Project <p>Budgeting</p> <ul style="list-style-type: none"> - Funding for common planning time - Substitute /coverage teacher for PD work - Teacher release time for PD work - CFI Inquiry Team funding - Saturday Prep Academy with C4E funding - Per session for Summer PD Institute using Title 1 Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Yearlong Diagnostic Evidence & Analysis September – Collection of initial Math Diagnostic of all students to gain baseline. October – Analyze Data and form Extended Day groups for at-risk Math learners. November – Acuity Interim Math Assessments, Share Report Card data with families. Set student goals for Math December – Continue Professional Development for teachers in Math January - Mid-Year Predictives for Math February – Analyze Math Predictive Data. Share Math Data with families. Set student goals for Math. March – Use formative & summative for Math to assess interim progress. April - Use formative & summative for Math to assess interim progress. May - End of year collection of Summative Math Assessments of all students</p>

	<p>June – Collect portfolios, set student goals for Math. Analyze Math Data, Use data to update curriculum planning for new school year and CEP goals.</p> <p>Other evidence</p> <ul style="list-style-type: none"> - Agendas and minutes of grade wide math meetings - Agendas and attendance sheets from Math professional development meetings - FLHMS Curriculum Collection of Math Maps, Unit Plans, Summative Assessments and Rubrics. <p>Evidence to Achieve Accomplishment of this Goal:</p> <ul style="list-style-type: none"> - ARIS data from Acuity - New York City Progress Report proficiency rating <p>Projected Gains: 65% of our students will show a 5% increase from Fall to Spring ITA's.</p>
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Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>School will increase the number of families that log on to ARIS by 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data:</p> <ul style="list-style-type: none"> - Last year, the percentage of parents who logged into ARIS to check student progress was 18%. - Last year, the school began using TeacherEase Progress Report & Report Card system. Only teachers had access to the system. - This year, the school will give families user name and password for TeacherEase system. - Last year, the school was using the DY0 assessment system which was not connected to ARIS, thus families did not have access to interim assessment data. - This year, school enrolled in Acuity and Assessment Pro, two systems that allow parents to track their child's progress throughout the year via ARIS. - Last year, the school worked with Per Scholas to allow families 6-8 to get access to free desktop technology for their homes. Over 100 families were able to get free training and home computers. - This year, the school will work with Computers for Youth to get all new 6th grade families desktop computers as well as internet access at a reduced price. - Last year, the school did not have a website that would allow families immediate access

	<p>to ARIS and TeacherEase as well as other information about the school.</p> <ul style="list-style-type: none"> - This year, the school, supported by Teaching Matters will create a website that allows direct access to TeacherEase and ARIS. - Principal and Parent Coordinator will analyze monthly trends to identify numbers of families logging into ARIS (and TeacherEase). <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> - Principal will meet with School Leadership Team and Parent Coordinator to brainstorm methods of increasing parental on-line involvement. - Principal and attendance staff will introduce incentives and recognitions to spark increase on-line activity. - Teachers will expose students to ARIS & TeacherEase data so they can share with their families. - Staff will conduct special workshops for parents on technology and accessing information about their child's education. - Parent coordinator will use on-line methods of informing families of activities to promote computer use. - Parent coordinator will call parents regularly to inform them of meetings, workshops and school activities. <p>Professional Development</p> <ul style="list-style-type: none"> - Train parents in use of technology. - Train teachers how to share on-line data with students. - Train staff to build school webpage.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Use of Resources:</p> <ul style="list-style-type: none"> - Computers for Youth – will provide free desktops and training for families - Teaching Matters – will help school build a website for parental access. - Teaching Matters – will provide consultants to speak to families at PA meetings. - Parent Coordinator – will work with PA to promote technology - Parent Association – will give personalized workshops on use of ARIS. <p>Budget:</p> <ul style="list-style-type: none"> - Connected Learning Grant - a two year grant that provides \$65,000 of professional development for teachers through Teaching Matters, \$10,000 of Computer Tech support through CUNY, and free desktop computers for all 6th grade families through Computers for Youth - Workshops supported through 1% Title 1 Parent Involvement Funding - Workshops supported through Improved Parent Involvement Funding

	<ul style="list-style-type: none"> - ELL families supported through Title 3 Parent Involvement Funding <p>Projected Gains: The number of families that log on to ARIS will increase by 10%.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Other evidences:</p> <ul style="list-style-type: none"> - Agendas of monthly PA meetings - Agendas from parent workshops - Written feedback from parents <p>Evidence to Achieve Accomplishment of this Goal:</p> <ul style="list-style-type: none"> - Monthly sign-in sheets verifying attendance to parent association meetings from school year 2009-2010. Sign-in sheets from 2008-2009 will also be included for the purpose of comparison. Last year, 15 parents attended. This year, we expect that 24 parents will attend regularly.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	25	7	5	5	11	N/a	6	7
7	18	6	7	7	6	N/a	20	9
8	70	70	70	70	20	N/a	19	10
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students identified as being at-risk for reading are scheduled in with teachers who are able to provide either Wilson Reading Program (if they are struggling with decoding), Great Leaps (for phonemic awareness or Extended Day program, if they need more support with reading comprehension strategies. Our school program 6-8 is designed to focus intensively on literacy through Readers and Writers Workshop model and project based learning. Students are assessed in Reading three times a year using Fountas & Pinnell & Assessment Pro.</p>
<p>Mathematics:</p>	<p>Students identified as being at-risk for math are scheduled in with teachers who are able to provide either intensive support in computation using TAI or Extended Day program, if they need more support with math attack strategies. Our school program 6-8 is designed to focus intensively on conceptual math strategies using Impact Math, Connected Math Program and project based learning. Our program uses Acuity Math which is aligned to NYS Math standards to assess standards 3 times a year. In addition, projects aligned to standards and problem-solving strategies are used after every curriculum topic to determine critical thinking in math.</p>
<p>Science:</p>	<p>Students identified as being at-risk for Science are scheduled for Extended Day program, if they need more support with science concepts. We have a Science program 6-8 that is based on State Standards and is project based.</p>
<p>Social Studies:</p>	<p>Students identified as being at-risk for Social Studies are scheduled for Extended Day program, if they need more support with Social Studies concepts, especially in the 8th grade. We have a Social Studies program 6-8 that is based on State Standards and is project based. The addition of a discrete Social Studies teacher allows for more time-on-task for Social Studies in the 6th & 7th grade.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Our Guidance Counselor provides group and one-on-one counseling to at-risk students. In addition, our Guidance Dept. provides necessary family counseling and home visits. Students who need mediation with students or conferences with teachers are guided through the process with the Guidance department. The Guidance department also tracks at-risk students using a database that looks at student incidents across the school. Students who repeatedly struggle may be referred for Special Education via the Instructional Support Team.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Not Applicable</p>

<p>At-risk Services Provided by the Social Worker:</p>	<p>Our Social Worker provides group and one-on-one counseling to at-risk students. In addition, our Social Worker will provide necessary family counseling and home visits. Students who need mediation with students or conferences with teachers are guided through the process with the help of the Guidance department. The Social Worker also works with the Guidance department to track at-risk students using a database that looks at student incidents across the school. Students who repeatedly struggle may be referred for Special Education via the Instructional Support Team..</p>
<p>At-risk Health-related Services:</p>	<p>Through a Children's Aid Society grant, we have an on-site Health Educator four days a week. She is able to provide at-risk counseling to any student. In addition, she works with classroom teachers to provide in-class health workshops.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	216800		
2. Enter the anticipated 1% set-aside for Parent Involvement:	2168	2168	4336
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10840	*	
4. Enter the anticipated 10% set-aside for Professional Development:	21680	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

PARENTAL INVOLVEMENT AT FLHMS

Families of students at Fannie Lou Hamer Middle School will be provided with opportunities to participate in school-based planning committees, and have the opportunity to be part of the School Leadership Team. Also available to parents are educational activities and

workshops to help them understand what their child is learning in the classroom, ways in which to build a stronger home/school partnerships, and workshops to learn about community services and resources available to them.

To increase parent involvement at Fannie Lou Hamer Middle School we will offer the following:

1. Monthly parent workshops
2. Keeping parents informed through monthly calendar, letters, flyers, school newsletter, phone calls, emails, text messaging, and posted signs with the date and time for meetings and workshops.
3. Parents and Teachers will share the responsibilities for students' performance through family conferences, school leadership team, and parents association.
4. Parental involvement will happen during open school night, monthly workshops, and family conferences.
5. Parent Association fundraising events to support student achievement.
6. Meetings are scheduled during school hours and after school hours to accommodate parent's schedule.
7. Meetings held on the 1st Floor for parents with disabilities.
8. Bilingual Parent Coordinator, Guidance Counselor, and Social Worker to translate for monolingual parents.
9. School letters translated and ELL students are provided with native language letters of school events.

PARENT WORKSHOPS TOPICS:

1. ELA, Math, Science, and Social Studies Curriculum
2. City and State Standards for Promotion
3. Parenting Skills
4. Graduation
5. Parent-School Collaboration
6. Technology (Computer Workshops & ARIS training)

AS PARENTS, WE ENCOURAGE YOUR INVOLVEMENT BY:

1. Taking part in the school community.
2. Giving us feedback on what we can do better
3. Attending monthly meetings and workshops.
4. Coming to outreach activities for new parents and non-English speaking parents.
5. Participating in our school Parent Association.

6. Volunteering and assisting in the classroom, on trips, and with school activities.
7. Reading bilingual notices and flyers about school events.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**FANNIE LOU HAMER MIDDLE SCHOOL
FAMILY-SCHOOL COMPACT
2010-2011**

MISSION STATEMENT

At Fannie Lou Hamer Middle School, we see students as future change agents who will inherit our world. As such, they must be able to make sound decisions that will sustain and nurture the earth, their community and their families. We want our students to act as responsible citizens throughout the 21st Century. Our mission is to prepare students for a meaningful life where each can work effectively, think critically and act compassionately to build a better world. Our mission requires the support and effort of our students, teachers, parents, and the larger community.

LETTER TO FAMILIES

Dear Families,

One of our main goals throughout the year is to engage parent/guardians in becoming active participants in the school community through a number of workshops and activities. It is our vision that through these workshops and activities families will master and incorporate into their daily lives essential reading, thinking, analyzing, and listening skills to be exhibited while interacting with their children. Teamwork is most essential during the learning process; therefore it is important that families make themselves available on a monthly basis to attend the workshops and activities. FLHMS staff strives for high student performance and in doing so will keep in constant communication with families. Families will have the opportunity to learn our curriculum and how we are meeting the standards for New York City and State. With this information parents can help at home by making sure their child is following the same pattern.

SERVICES WILL BE PROVIDED AS FOLLOWS:

- Information will be distributed to families about the resources and services we have in place to help their child.
- City and State standards will be available via the website and in the main office upon request.
- The school will provide monthly workshops and activities that will help parents when working with their child to promote learning.
- The promotional criteria will be explained to parents/guardians, and they will be provided with trimester progress reports so they know and understand where their child is at academically.
- FLHMS will ensure that translation is available upon request.
- FLHMS will send out a monthly calendar in addition to having the school calendar available in the main office and on the school's website.

PARENT RESPONSIBILITIES

- Parent/guardians will be responsible for sending their child to school on time every day. Classes begin at 8:30am; breakfast is served at 8:00am.
- Students should be sent to school ready to learn, and with the materials needed for learning.
- Parent/guardians will communicate with the staff about any concerns and to make them aware of changes.
- Parent/guardians will keep the school informed about new telephone numbers and any address change.
- Parents/guardians will keep in contact with the teachers to make themselves aware of their child's progress.
- Parents/guardians are required to attend family conferences.

- Parents/guardians are responsible for reading handouts/memos sent home in order to be aware of the latest information happening at the school.
- Parent/guardians are responsible for responding to communications from the school.
- Parents are required to make sure their child attends school on a regular basis.
- Parents/guardians should always encourage a positive attitude toward school and learning.

COMMUNICATION BETWEEN FAMILIES AND STAFF MEMBERS

- The school will inform parents/guardian via letters, phone calls, postings around the school, monthly calendar, and monthly newsletter of all meetings, workshops, activities, and trainings.
- Parents/guardians are always encouraged to visit the school and make an appointment to speak with the teacher.
- Parents/Guardians can always speak with the Parent Coordinator during and after school hours.
- There will be two family conferences scheduled throughout the school year, but parents are always welcome to scheduled additional conferences if necessary.
- Parents are encouraged to volunteer, chaperon, participate in their child’s class, and to observe classroom activities.

STAFF AT FANNIE LOU HAMER MIDDLE SCHOOL

Lorraine Chanon	Principal
Stephen Walton	Assistant Principal
Raul Rodriguez	Parent Coordinator
Kerryann Pozzi	Guidance Counselor
Gina Rowe	Social Worker

If parents ever have any concerns or questions they can call the main office (718) 860-2707 to speak with the Parent Coordinator. Parents/Guardians can also make an appointment to speak with their child’s teacher and/or advisor.

STUDENTS’ RESPONSIBILITY

- Attend school on a regular basis.
- Arrive to school on time and ready to learn.
- Ask the teacher if you don’t understand an assignment.
- Take home the necessary materials to complete all assignments.

- Make sure all homework is completed on time.
- Respect and follow school guidelines and policies.
- Show respect for school property and respect the property of others.
- Use non-confrontational methods to resolve conflicts
- Encourage your fellow students to follow school policies and practices.

TEACHER RESPONSIBILITIES

- Provide students with quality teaching and leadership.
- Instruct the students in all related subjects.
- Establish classroom procedures and policies.
- Establish a community of collaboration for students.
- Communicate with the parents.
- Maintain daily attendance.
- Assess student work on a daily basis.
- Conduct at least two family conferences throughout the school year.

Please sign and return to your child's teacher

_____ I have reviewed and understand the School Compact with my child and we have each signed it.

Child's name _____ Grade _____

Child's Signature _____

Parent's Signature _____ Teacher's Signature _____

Please note that a copy of this form will be kept in the students file.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We conducted a needs assessment to become a SWP school, in becoming a Middle School Program C. In addition, we surveyed our staff and families regarding state standards and our academic programming.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

- a) Through targeted intervention and curriculum modification the needs of all learners are addressed. Project-based learning and open-ended questions allow for critical thinking at all levels and in multiple learning styles.
- b) Students at Fannie Lou Hamer participate in Extended Day programs, Saturday Academies, and mandated/enrichment summer programs. The Children's Aid Society also provides a variety of after-school programs to our students.
- c) Critical thinking skills are stressed across all areas of curriculum. Learning is about developing strategies to improve in these areas and an integration of these skills with critical thinking. Reflection and self-awareness focused on in advisory, supports learners in recognizing their strengths and areas of struggle. Through the use of Differentiated Instruction, the needs of all learners are addressed.
- d) We have structured our school to support the learning needs of underserved populations by using data to determine the needs of our student population, staffing our school with personnel that are highly trained and motivated in the areas needed and regularly assessing and reassessing the success of programs.
- e) Through the use of Differentiated Instruction, targeted intervention and curriculum modification the needs of all learners are addressed. Project-based learning and open-ended questions allow for critical thinking at all levels and in multiple learning styles.
- f) Furthermore, the social work staff at FLHMS serves as a vital link between at-risk students' families and the school, working with parents, guardians, teachers, and other school officials to ensure students reach their academic and personal potential.

The services provided are designed to alleviate conditions which are impeding the students' success in school. The Instructional Support Team supports at-risk learners. IST helps promote maximum development through utilization of all available resources, whether they are based in the home, the school, or social services in the larger community.

3. Instruction by highly qualified staff.

Union Supported School Based Option School

All classes taught by State Certified and NYC Licensed teachers

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

On-Going Professional Development with Aussie's in Literacy

On-Going Professional Development with Aussie's in Math

On-Going Professional Development with Teaching Matters & Aussie's in Technology in the Classroom

On-Going Professional Development Marquis Studios in Arts Literacy

On-Going Professional Development with Turnaround for Children in Classroom Management & Social Emotional Learning

On-Going Professional Development with AED for Leadership Development

On-Going Professional Development in-house on topics such as: curriculum mapping, planning backwards, project-based learning; rubric development; portfolio development; classroom management; lesson planning; and cooperative learning, data-driven instruction, ELL support, SE support

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

FLHMS has used a variety of strategies to attract highly qualified teachers. Our rigorous interview process allows us to see teachers strengths before they are hired by the school. We actively recruit teachers through the Fellow's Program and Teach for America. In addition, our connection to FLH High School has allowed us to recruit teachers from other HS programs as well.

6. Strategies to increase parental involvement through means such as family literacy services.

Our Parent Coordinator & ESL teacher work with the PA to provide literature & workshops on ELL for families. We are working with Children's Aid Society to develop an ESL program for monolingual families.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers meet and plan regularly and are on the forefront of all educational decision making in regard to assessment and individual student achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students are given formative and summative assessments regularly in order to assess and attune their progress on the basis of their individual growth and development. Parents are given updates on a trimester basis formally and given informal updates monthly or more.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school social worker, Guidance Counselor and Parent Coordinator actively coordinates with all agencies to provide support to families. Their considerable experience has given them a wealth of information on programs available to families as well as means to do family outreach. Our connection to Children's Aid Society & Turnaround for Children allows us to develop family programs in the area of literacy, health services, mental health services, and parenting programs.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$182,151	✓	15-18, 18-21, 26-27, 37-38, 43, 45
Title I, Part A (ARRA)	Federal	✓			\$109,324	✓	15-18, 18-21, 26-27, 37-38, 43, 45
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$15,000	✓	21-23, 31-36, 26-27, 28-30, 37-38, 43
Title IV	Federal			✓			
IDEA	Federal	✓			\$30,615	✓	15-18, 18-21, 26-27, 37-38, 43
Tax Levy	Local	✓			\$1,144,348	✓	15-18, 18-21, 21-23, 31-36, 26-27, 28-30, 37-38, 43, 45

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: SINI Year 2 - ELA **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

FLHMS was identified as in need of improvement for ELA for Latino subgroup. Based on the State Report Card, our Effective AMO was 125 for 2007-08 and our Safe Harbor was 124. We only made 120 for the Latino subgroup.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Since 75% of our school is in the Latino subgroup, we recognized that we needed a comprehensive change in our approach to teaching literacy across the school. In the last two years, we adjusted our curriculum to a Reading & Writing Workshop model. With that change, in 2008, 16% more students achieved level 3 on the ELA and 47% in 2009, and 25% in 2010. This year and next year, using best practices in literacy, we also adjusted our curriculum to target Vocabulary Building and fine tune our Comprehension Strategies. We are using Headsprouts computer programs workbooks to do direct instruction of decoding and comprehension.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

School Under Registration Review (SURR)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

As a Title 1 School, 10% of our budget (\$21,680), will be used for professional development. This year, we have been working with the AUSSIE's to provide on-site professional development in literacy. Funds will be used to provide focused professional development to assist teachers of Latino students. Funds will be used to support Latino students in gaining greater reading comprehension skills. An on-site AUSSIE staff developer will work with teachers for 20 days throughout the school year in collecting, analyzing and writing curriculum to support the Latino population with reading strategies via Reading & Writing Workshop. The AUSSIE's will also provide targeted support in analyzing Running Record data for the lowest 1/3 and supporting teachers in developing strategies to move these students forward in their reading comprehension.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our school has a full-time mentor teacher on staff. In addition, we have continual on-site professional development in the areas of greatest needs, literacy and math. AUSSIE staff developers come regularly to support new teachers in addition to a coach from Turnaround for Children to support classroom environment.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We recognize that many of our parents find involvement with their child's school to be daunting. So in response our school is dedicated to build relationships with parents that will support a joint effort in helping every student to achieve their potential. This requires extensive outreach and an ongoing mechanism to check that our communications systems are working for parents who do not speak English, and may not have familiarity with their rights. We hold a special orientation for all of our new incoming parents in August to explain our curriculum and how we support students to achieve high standards. Within the first three weeks of school, we host an Evening Workshop in homework help. In addition, we have bilingual printed material that explains the parameters of our whole curriculum and how it supports at-risk learners. This allows us to explain how we work, so we can work as allies for the needs of the child. Furthermore, it gives us the opportunity to insure that our school is a proper placement for a particular student. Throughout the year, we hold Family Conferences about the progress of each individual learner. These conferences are hosted in the language that the parent feels most comfortable in. All our correspondence home is in both English and Spanish for ease of comprehension. Our Parent Coordinator gives frequent updates to families – through newsletters and workshops – regarding our SINI status and student achievement.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Number of students in Temporary Housing = 7

2. Please describe the services you are planning to provide to the STH population.

The social work staff at FLHMS serves as a vital link between at-risk students' families and the school, working with parents, guardians, teachers, and other school officials to ensure students reach their academic and personal potential. The services provided are designed to alleviate conditions which are impeding the students' success in school. This Team helps promote maximum development through utilization of all available resources, whether they are based in the home, the school, or the community.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Fannie Lou Hamer Middle School					
District:	12	DBN:	12X286	School		321200010286

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.9	91.4	90.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.2	93.1	94.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	66	83	86	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	83	72	87		88.8	97.0	97.4
Grade 8	83	80	67				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	5	15
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	232	235	241	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	7	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	21	25	Principal Suspensions	129	0	0
# in Collaborative Team Teaching (CTT) Classes	27	23	21	Superintendent Suspensions	14	3	2
Number all others	12	1	7				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	10	10	TBD	Number of Teachers	23	18	22
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	4
# receiving ESL services only	33	22	TBD				
# ELLs with IEPs	4	19	TBD	Number of Educational Paraprofessionals	3	1	4

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	0	10	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
				% more than 2 years teaching in this school	21.7	27.8	40.9
				% more than 5 years teaching anywhere	21.7	16.7	27.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	57.0	44.0	54.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	77.6	100.0	82.3
Black or African American	23.3	23.8	28.6				
Hispanic or Latino	73.7	74.9	70.1				
Asian or Native Hawaiian/Other Pacific	1.3	1.3	1.2				
White	1.3	0.0	0.0				
Male	53.4	49.4	46.5				
Female	46.6	50.6	53.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1			v		
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native						
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	vsh	v	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	64.7	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	45.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	6.8					

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster AED Cluster 5 CFN 511	District 12	School Number 286	School Name Fannie Lou Hamer MS
Principal Lorraine Chanon		Assistant Principal Stephen Walton	
Coach		Coach	
Teacher/Subject Area Emanuel Anzules - ESL		Guidance Counselor Kerryann Pozzi	
Teacher/Subject Area Sofia Lora - 6th grade ELA		Parent Jessica Ortiz	
Teacher/Subject Area		Parent Coordinator Raul Rodriguez	
Related Service Provider		Other Rebecca Demir - Mentor Teacher	
Network Leader Calvin Hastings		Other Sandra Lugo - Data/ELL Special	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	241	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	10.37%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

In accordance with the Chancellor's recommendations, Fannie Lou Hamer Middle School (FLHMS) provides information to parents about program options and placement in our English as a Second Language (ESL) program. To initially identify students who may possibly be ELLs the following steps are ensured. First, students are registered by the Pupil Personnel Secretary along with the Parent Coordinator, ESL teacher and a translator when necessary. Parents receive a registration packet which includes a Home Language Survey Form (HLIS). While the secretary reviews all paperwork for its completion, the ESL Teacher or the ELL Specialist reviews the HLIS form and has an informal interview with both the parent and the student to assess previous schooling and necessary placement. All HLIS forms are analyzed by the ESL teacher or ELL Specialist to determine whether a child is eligible for ESL and entitled to services. If eligible, the process is explained to the parent/guardian and the child is administered the LAB-R assessment. If the child is tested the ESL Teacher or ELL Specialist hand scores the test and determines eligibility. The RLAT (Students Eligible for NYSESLAT) is used to identify ELLs, and the RNMR (NYSESLAT Combined Modality Report) is also used to analyze all the modalities of the NYSESLAT in order to customize instruction for our ELLs in the areas of speaking and listening, reading and writing. During the months of April and May, the NYSESLAT is administered to those students receiving ESL services to determine continued eligibility for the following school year. In September letters of continuation, discontinuation and entitlement of ESL are sent.

To ensure that parents are informed of the three program choices we follow the outlined procedure. Those students who were deemed eligible for ELL services based on their Language Assessment Battery-Revised (LAB-R) results (which is administered to new admits within the first ten days of admittance), as well as previously assessed ELL's on the New York State English as a Second Language Achievement Test (NYSESLAT) are offered three choices for receiving services (Transitional Bilingual, Dual Language and Freestanding ESL). The information acquired from the assessment is given to the parents. Then the ESL teacher or ELL Specialist, and parent coordinator explain the three program choices offered in the New York City Public Schools. In September, if there are ELL students new to the New York City public school, their parents are invited to attend an ELL Parent Orientation given by the ESL Teacher, along with the Parent Coordinator. At this meeting, all program choices are discussed and presented in a variety of home languages and questions are addressed. Afterwards, the parent survey and program selection forms are completed by parents, program choices are further explained and assistance is provided. We utilize the multi-lingual DVD and bilingual staff to bridge language barriers. There is a follow-up by the Parent Coordinator with parents who do not attend this meeting. Parent orientation meetings are scheduled throughout the year to accommodate new arrivals.

For students new to the New York City public school, survey and program selection forms are distributed to parents/guardians of the identified students through a letter in both English and their native language. These letters are sent home with the children whose parents do not attend the parent choice orientation and copies are also mailed home to the parents. When necessary, the ESL teacher will follow up with a phone call as well as send an additional form via mail. If there are any forms not returned, the parents are sent a final notice in both English and their native language informing them that their child will be placed in an ESL class if there is no selection made.

The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs would be as follows. After reviewing parent choice forms we align our programs to the parent requests. If enough parents select the same program as their first choice on the selection forms we must open that type of program. Fifteen students on any two contiguous grades are needed to satisfy this requirement. Parents will conference with the Principal and/or Assistant Principal to discuss what would be the best for their child. Parents would be provided a translator whenever necessary. Parents would be encouraged to make a choice and keep their child in that language program for a minimum of three years.

Parents of ELL students at FLHMS have previously selected ESL as their choice prior to their children attending FLHMS and have opted to keep their children in our school with the free standing ESL program. The parents want their children to be immersed in the English language and believe that ESL is the best program to foster this.

The ESL program model offered at FLHMS is directly aligned according to parents' prior selection of program d on the Parent Survey and Program Selection form.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							6	6	6					18
Total	0	0	0	0	0	0	6	6	6	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	12	5	1	7	1	3	6	0	2		25
Total	12	5	1	7	1	3	6	0	2		25

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	8	4					23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	12	8	5	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

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

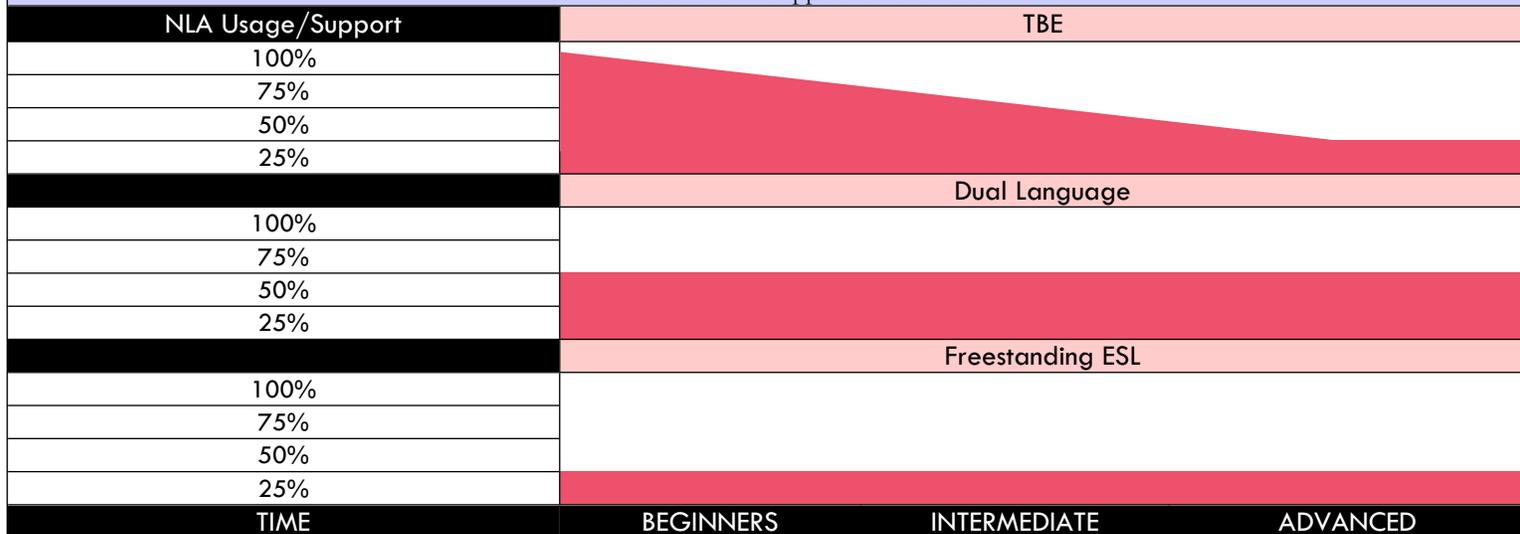
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

Our ESL students are served in a push-in/pull-out model. Our ESL program is staffed with one certified full time ESL teacher, and we have a certified Bilingual Special Education teacher for the students with special needs.

ESL is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between our ESL teacher and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. Our ESL teacher is required to deliver academic rigorous lessons using various literacy models. Flexible grouping and cooperative learning engage students in communicative, cognitive, and metacognitive activities in our ESL and Bilingual program. We strive to meet the goals and expectations established by our Comprehensive Educational Plan (CEP) and our language needs assessment.

Our students are offered an opportunity to participate in our after school programs, Saturday Academy, as well as extended day school activities. Our ESL teacher provides beginners and intermediate students with 360 minutes of explicit ESL instruction per week. Our advanced students receive 180 minutes per week. We follow a push-in/pull-out model according to language proficiency need. In general, push-in is used with advanced students to help accommodate the transition into a monolingual classroom. Our students learn to focus on language acquisition strategies that enable them to perform adequately when they are in their mainstream classrooms. Specific attention is also given to writing and vocabulary development.

At Fannie Lou Hamer Middle School we use a variety of materials to support our English Language Learners in developing phonemic awareness, phonic skills and vocabulary. We integrate technology and audiovisual materials into the lessons. We use the Headsprout Early Reading Program to help build phonemic awareness and vocabulary with native language support. We also use the Headsprout Reading Comprehension program which increases reading comprehension and fluency. Both are online interactive resources that provide individualized adaptive instruction. Our classrooms have leveled libraries, including books in Spanish. Spanish language content material in math, social studies and science are also available when needed. Bilingual glossaries of content area terminology are given to each beginner and intermediate student for use in the monolingual classroom. We have listening centers with books on tape. Laptops are used regularly throughout the school year.

Students arriving new to the country are placed in small groups for ESL instruction. They take part in extra tutoring sessions to develop the basic communication skills. The native language speakers are usually placed in a monolingual setting with a teacher who speaks Spanish. Native language speaking students with special needs are placed in the mandated setting according to their IEP. We use the following systems to assess, evaluate and support our ELL students, our special needs students and our long-term ELLs: Teacher's College Reading and Writing Program (TCRWP) Running Records, Fountas & Pinnell Benchmark Assessment System, Rigby PM Benchmark; as well as Registro Progresivo (Running Records in Spanish) and Rigby PM Spanish Benchmark.

Those students who come with an IEP from another school and/or were going through CSE reviews prior to attending Fannie Lou Hamer are reviewed to ascertain if the ELL student is struggling with language difficulty or if the student has special needs. Students are assessed and evaluated on an on-going basis to assure they were appropriately placed.

If an ELL student is suspected of having special needs, it is very important that academic interventions are tried and the results recorded

before any formal assessment or review is requested. At Fannie Lou Hamer there is an Instructional Support Team (IST) in place whose goals are to maximize individual student success in the regular classroom, while at the same time serving as a screening process for students who may be in a need of special education services. The team includes the ESL Teacher and ELL Specialist.

Once an ELL student is referred the team identifies the student's need for academic support and they determine the ESL strategies needed to help the student maintain a level of success in the classroom. The ESL teacher collaborates with the classroom teacher in the implementation of these strategies. These strategies are evaluated by the team after 30 days, based on the goals set for the student. If there is continual progress, the strategies are continued. If there is no progress, the student may be recommended for special education services.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Our new monolingual teachers are in the process of completing the state mandated requirement of 7.5 hours in ESL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition, and effective ESL strategies and methodologies. During the month of February the staff is involved in in-house workshops and professional development that create a rigorous learning environment that focuses on academic achievement and language development. The Bilingual/ESL Technical Assistance Center (BETAC) Newsletter which contains a wealth of ESL information is available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops at the school, at the BETACs, New York State Association of Bilingual Education (NYSABE) Teacher Institute, and Teaching English to Students of Other Languages (TESOL). Our ESL teacher also conducts ESL training during faculty conferences and grade conferences.

E. Parental Involvement

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

Paste response to questions 1-4 here

In the Fall we have Meet the Teacher Night which provides all parents, including our ELL parents, the opportunity to meet the teacher and become familiar with expectations and procedures. This is a highly attended event. In order to accommodate our ELL parents we provide Native Language interpretation and translation. In addition parents have the opportunity to attend the Parent Institute at the New York State Association of Bilingual Education (NYSABE) Conference.

We maintain ongoing communication with our ELL parents. Our staff, including the ESL teacher, meets with the parents during Open School Night, Parent-Teacher Conferences, and individual conferences as needed. We also provide our ELL parents with a directory of community based organizations to meet their individualized needs. Concerns and questions can also be addressed by our Parent Coordinator.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	1	0					4
Intermediate(I)							2	3	2					7
Advanced (A)							7	4	3					14
Total	0	0	0	0	0	0	12	8	5	0	0	0	0	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	1	0				
	I							2	0	0				
	A							6	3	0				
	P							2	4	4				
READING/ WRITING	B							3	1	0				
	I							1	3	2				
	A							7	4	2				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	1	2		9
7	5	2	0		7
8	4	0	1		5
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		4		3		1		12

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	5		2		1		0		8
8	2		3		0		0		5
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Our students are placed in heterogeneous groups according to their proficiency levels identified by the NYSESLAT. Out of 25 entitled students in grades 6 to 8, 16% are Beginners, 28% are Intermediate, and 56% are Advanced. An additional seven students reached the Proficient level on the 2010 NYSESLAT, and eight students reached the Proficient level on the 2009 NYSESLAT and have exited the ESL program but we continue to provide them with ESL support as needed. We are targeting instruction in the four modalities of speaking, listening, reading and writing on the NYSESLAT in order to ensure that our ELL student population will achieve academic proficiency in each of the content areas. Through the use of ARIS, Item Analysis, the RNMR and specific strategies and evaluations gathered from the Teacher's College Reading and Writing Program (TCRWP) Running Records, Fountas & Pinnell Benchmark Assessment System, Rigby PM Benchmark; as well as Registro Progresivo (Running Records in Spanish) and Rigby PM Spanish Benchmark will allow for differentiation of instruction and data analysis.

The 2010 NYS ELA and the ELA simulation administered to the students shows the gap between the ELLs and monolingual students more clearly defined. These results reinforce the need for a greater focus on the development of students' academic language and the integration

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		11/1/10

	Other <u>Mentor Teacher</u>		11/1/10
	Other <u>Data/ELL Specialist</u>		
	Other		
	Other		