



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FANNIE LOU HAMER MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X286

PRINCIPAL: LORRAINE CHANON **EMAIL:** LCHANON@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lorraine Chanon	*Principal or Designee	
Matt Bull	*UFT Chapter Leader or Designee	
Arlene Reyes	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Alexandria Delgado	Member/PA	
Judith Guerrero	Member/PA	
Linda Miller	Member/PA	
Milena Ruiz	Member/PA	
Stephen Walton	Member/CSA	
Abbey Wilson	Member/UFT	
Gina Rowe	Member/UFT	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, 75% of our students will demonstrate progress towards achieving state standards as measured by a two level increase in Reading Levels using the Fountas & Pinnell Running Records.

Comprehensive needs assessment

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

After closely examining our 2011 Running Record data and comparing this data to the outcomes on the 2011 ELA Exam, we could see that only readers at a certain level were achieving Level 3 scores on the ELA exam. In the 6th grade, 90% of Level 3's on State ELA were reading at 5th grade Reading Level or above (greater than or equal to Level S), in 7th grade, 95% of students achieving Level 3 on the ELA were reading at or above 6th grade Reading Level (greater than or equal to Level U), in 8th grade 94% of the students achieving Level 3 were at or above 7th grade Reading Level (greater than or equal to Level W). Assuming a minimal level of comprehension is needed to achieve a Level 3 on the state ELA, the school needs to push students to build their reading comprehension levels and their reading stamina to meet state standards and be ready for HS learning. Since the average 6th grade student comes in at 4th grade reading level (level R), we need to push students a minimum of two levels per grade level in order for students to be at 8th grade level reading (Level X-Z) by graduation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity 1 – Professional Development

Description – PD will be given on the following topics: How to use the resources in the Fountas & Pinnell kit, Doing a Running Record using the Fountas & Pinnell kit, Creating Guided Reading Groups using Running Record Data, Conferencing with students to promote targeted Reading Strategies, Reading & Writing Workshop through Classroom Environment Lens, Instructional Practice Lens, Planning & Preparation Lens.

Target Populations – All teachers of students who take Readers & Writers Workshop

Responsible Staff Members – All ELA teachers, Professional Development Coordinator, AUSSIE, Teaching Matters and Turnaround For Children Support Staff, Data Specialist

Implementation Timeline: August 2011-June 2012

Activity 2 – Data Driven Instruction

Description – Teams will align the Common Core Standards with their Reading & Writing Curriculum or their Content Area Curriculum. Using data collected from student work, running records, Acuity Assessments and State Exam Item Analyses, the Inquiry team will devise curriculum to support areas of need regarding reading and writing strategies.

Target Populations – Teachers (ELA & Content Area Specialists) serving students in literacy

Responsible Staff Members - Teachers (ELA & Content Area Specialists), Professional Development Coordinator, Network Literacy Specialists, AUSSIE, Teaching

Matters

Implementation Timeline

Activity 3 – School Goal Setting

Description – Principal and School Leadership Team will use data from Progress Report, Running Records, State ELA Exam and Course Grades to set goals in literacy for the 2011-2012. This goals will include: 1) Students knowing their reading levels, 2) Students setting the goal of advancing 2+ reading levels yearly, 3) Students setting a goal regarding number of books read, 4) Students setting a goal regarding reading stamina

Target Populations: All students

Responsible Staff Members: All teachers, Professional Development Coordinator, Data Specialist, Principal, SLT

Implementation Timeline – August 2011-June 2012

Steps for Including Teachers in the Decision Making Process

Teachers will meet in grade-level and vertical teams to review student data collected from Running Record assessments

Staff determined that a 1 level (or more) increase in student performance would be an interim benchmark used by teacher teams to measure the effectiveness of their strategies to raise reading levels.

Staff would also cross reference January Performance data with January Reading Level data to see whether benchmarks had any impact on students meeting state standards.

Running Record Collection Dates: October 2011, January 2012, May 2012

ELA Performance Acuity Date: January 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Monthly Progress Reports, Family Conferences, School Leadership Team shared leadership process and goal setting, Open School Night, PA Meetings, & Parent Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers

Administrative staff requires a resume, school visit, interview, model lesson and references as part of the personnel process

Network HR person ensures that candidates are HQ and gives recommendations for updating credentials

Mentor Teacher is on staff full time to support struggling teachers

Teams support new teachers with curriculum sharing and meet weekly

School supports all teachers by offering weekly PD and off-site PD to support practice.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Targeted Support for Literacy

Flexible guided reading groups to engage students in small groups, monitor progress and differentiate instruction according to student need.

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.

The use of literature to gain a deeper understanding of literary elements.

Teachers gauge student progress in writing samples, writers' logs, summative assessments and portfolios using Teaching Matters & FLHMS developed writing rubrics.

Teachers use tiered groupings based on student skill profiles and interests to provide remediation and enrichment instructional strategies.

Common planning time for weekly Literacy meeting

General School wide Support

Extended Day Support for at-risk learners

Support in Enrichment with Children's Aid Society Cooking Club, SPORTS Literacy program and Youth Council

Counseling Partnerships with Bronx Family Center, Institute for Family Health, NY Foundling, Mt. Hope Family Practice, The Vida Guidance Center

Support for Vision Testing and Eyeglasses with Helen Keller Child Sight Program

Support for At-Risk Families through New York Times Neediest Cases

Free Computers for families through Computers for Youth and PerScholas

Technological and Website Support through CUNY Technical Intern Program, MOUS Squad, Computers for Youth and eChalk

SES provider support for tutoring in ELA and Math

ESL in class support for ELL Learners

SE support for SETSS, CTT and 12:1 students as well as Bilingual and Crisis Management Paraprofessionals

Instructional Support Team to assess and support at-risk learners

Student Intervention Team to assess and support students with social emotional needs

Health Education with Children's Aid Society

Drug Prevention Program with National Guard

Preferred Admissions Program with Fannie Lou Hamer Freedom High School

Summer School with BELL

Student Teacher from Lehman College and Touro College

Professional Development in Reading with AUSSIE

Professional Development in Writing with Teaching Matters

Professional Development in Math with FHI360

Professional Development in RtI & Differentiated Instruction with Turnaround for Children

Professional Development in Social Emotional Learning with RULER and Garrison Institute

Professional Development for Internet Safety through Connect with Kids, Bronx District Attorney's Office, 42nd Precinct and Connected Learning

Support in the Music, Drama, Art and Dance with Marquis Studios and Children's Aid Society

Support in Physical Education with Children's Aid Society Basketball & Archery Program and Beat the Streets Wrestling Program

Support in Environmental Education and Safety from Nature's Classroom, Bronx River Alliance, Radio Disney and the Department of Transportation

Parent Workshops on Literacy, HS Admissions, ESL, Internet Safety, Resume Writing, Promotional Criteria from Learning Leaders, Computers for Youth, Global

Connect, Children's Aid Society, and BELL

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Resources

- Staffing Highly Qualified teachers using Title 1 & Tax-Levy
- 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
- NYSTL & FSF for High Interest Reading Materials

Budgeting

- 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 SINI funding

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, students scoring Level 2 on the 2011 ELA State Exam will demonstrate progress towards achieving state standards as measured by a 5% increase in Fiction & Non-Fiction Reading Strands using ELA diagnostics from Acuity.

Comprehensive needs assessment

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

Based on the City Progress Report, the State Progress Report, the State Item Analysis and our own Running Record data, we have seen that our Level 2 learners are not making as much growth in their reading comprehension skills as either lower level or higher level learners. In addition, the Item Analysis shows that the areas that Level 2 learners are struggling in are not the same as other readers in the school. While Level 3 students predominately struggled with “Recognize how the author uses devices, such as simile, metaphor, and personification to create meaning,” which shows “reading beyond the text”, Level 2 learners struggled with this and more fundamental issues in reading such as: “Identify literary elements (e.g., setting, plot, character, rhythm, and rhyme) of different genres”. Our Running Record data from F&P supported this conclusion. While upper level readers were able to read “beyond the text” at grade level, Level 2 learners struggled with reading “within the text” at reading level below grade level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity 1 – Data Tracking

Description: Teachers will collect data from the State ELA and examine which strands Level 2 learners are struggling with for Fiction and Non-Fiction, teachers will give pre and post assessments to determine progress

Target Populations: 6th & 7th grade Level 2 readers

Responsible Staff Members: 6th & 7th grade teachers serving Level 2 readers , Data Specialist

Implementation Timeline: September 2011 through June 2012

Activity 2 – Designing an Intervention Program to Support Level 2 Readers

Description: Teachers will design an Extended Day program and a Saturday School program to support Level 2 learners based on the data from ELA State Exam, Pre and post assessments from Extended Day plan and in class observations

Target Populations: 6th & 7th grade Level 2 readers

Responsible Staff Members: 6th & 7th grade teachers serving Level 2 readers , Data Specialist

Implementation Timeline: September 2011 through June 2012

Activity 3 – Saturday School

Description: School will create and implement a Saturday school program for ELA and Math. Students will be determined based on ELA and Math predictive in January. Curriculum will focus on critical thinking and test preparation.

Target Populations: 6th & 7th grade Level 2 readers, as well as other learners who need test preparation support

Responsible Staff Members: 6-8th teachers, Assistant Principal and Data Specialist

Implementation Timeline: January 2012 through June 2012

Steps for Including Teachers in the Decision Making Process

Teachers will meet in grade-level teams to review student data collected from Acuity assessments after each Extended Day session.

Staff determined that a 2% increase in student performance would be an interim benchmark used by teacher teams to measure the effectiveness of their strategies to raise reading comprehension levels.

Staff would also cross reference June ITA data with January ITA data to see whether benchmarks had any impact on students meeting state standards.

Extended Day Interim Assessment Collection Dates:

Pre-Assessments for Fiction - October 2011, Post-Assessment for Fiction – November 2011

Pre-Assessment for Non-Fiction – December 2011, Post-Assessment for Non-Fiction - January 2012,

Pre-Assessment for Test Prep – February 2012, Post-Assessment for Test Prep – March 2012

ELA Performance Acuity Date: January 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

PA Meetings to discuss student data

SLT meetings to create an action plan with community support

Parent Workshops on critical core subjects to get at-home support for learning

Family Conferences to discuss student progress using data

Report Cards with specific student performance information to show progress and struggles

ARIS training to allow parents to examine data themselves.

Regular phone calls regarding student attendance by school and student performance by teachers

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers

Administrative staff requires a resume, school visit, interview, model lesson and references as part of the personnel process

Network HR person ensures that candidates are HQ and gives recommendations for updating credentials

Mentor Teacher is on staff full time to support struggling teachers

Teams support new teachers with curriculum sharing and meet weekly

School supports all teachers by offering weekly PD and off-site PD to support practice.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Targeted Support for At-Risk Learners

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.

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 and the Student Intervention Team.

General School Wide Support

Extended Day Support for at-risk learners

Support in Enrichment with Children's Aid Society Cooking Club, SPORTS Literacy program and Youth Council

Counseling Partnerships with Bronx Family Center, Institute for Family Health, NY Foundling, Mt. Hope Family Practice, The Vida Guidance Center

Support for Vision Testing and Eyeglasses with Helen Keller Child Sight Program

Support for At-Risk Families through New York Times Neediest Cases

Free Computers for families through Computers for Youth and PerScholas

Technological and Website Support through CUNY Technical Intern Program, MOUS Squad, Computers for Youth and eChalk

SES provider support for tutoring in ELA and Math

ESL in class support for ELL Learners

SE support for SETSS, CTT and 12:1 students as well as Bilingual and Crisis Management Paraprofessionals

Instructional Support Team to assess and support at-risk learners

Student Intervention Team to assess and support students with social emotional needs

Health Education with Children's Aid Society

Drug Prevention Program with National Guard

Preferred Admissions Program with Fannie Lou Hamer Freedom High School
 Summer School with BELL
 Student Teacher from Lehman College and Touro College
 Professional Development in Reading with AUSSIE
 Professional Development in Writing with Teaching Matters
 Professional Development in Math with FHI360
 Professional Development in Rtl & Differentiated Instruction with Turnaround for Children
 Professional Development in Social Emotional Learning with RULER and Garrison Institute
 Professional Development for Internet Safety through Connect with Kids, Bronx District Attorney's Office, 42nd Precinct and Connected Learning
 Support in the Music, Drama, Art and Dance with Marquis Studios and Children's Aid Society
 Support in Physical Education with Children's Aid Society Basketball & Archery Program and Beat the Streets Wrestling Program
 Support in Environmental Education and Safety from Nature's Classroom, Bronx River Alliance, Radio Disney and the Department of Transportation
 Parent Workshops on Literacy, HS Admissions, ESL, Internet Safety, Resume Writing, Promotional Criteria from Learning Leaders, Computers for Youth, Global Connect, Children's Aid Society, and BELL

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Staffing Highly Qualified teachers using Title 1 & Tax-Levy
 - 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
 - NYSTL & FSF for High Interest Reading Materials

Budgeting

- 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 SINI funding

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, students who are Promotion in Doubt will show progress towards achieving state standards as measured by a 5% decrease in PID numbers between January and June.

Comprehensive needs assessment

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

In June, we had the highest percentage of holdovers for the 8th grade since the opening of the school. Two factors are affecting this. First, student struggles on the state testing led to poor performance, especially in Math. In addition, the standard for promotion in 8th grade requires that all students pass all their core classes. This dual standard of promotion sets the bar higher for many students and the result was 20% of our 8th grade went to summer school (15 of 75 students). The percentages are lower in 6th and 7th grade with the Promotional Criteria being different. In fact, we see the referral rates for interventions for at-risk students increasing in the 8th grade instead of dropping due to these different criteria. Even on the exams, the criteria for 8th grade is very different. On the State Math Exam, 37% of the 6th grade exam tests for Number Sense, by 8th grade that drops to 11%. Whereas 44% of the 8th grade Exam tests for Algebra compared to 11% of the 7th grade Exam. Thus what the students are being prepared for throughout elementary and middle school dramatically changes upon entrance into the 8th grade. Thus, students who are at-risk in the 6th and 7th grade come to the 8th grade struggling to stay ahead in their classes and are unprepared for the rigor, stamina and variety of work required.

On the immediate level, we need to reinforce supports for the 8th grade learners who need to graduate by June. Simultaneously, we need to incorporate learning strategies and expectations to prepare the 6th and 7th grade students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity 1 – Mandatory Extended Day

Description: The school will implement a Mandatory Extended Day policy for all 8th grade students. Students will receive academic support using progress reports from their teachers.

Target Populations: All 8th grade students

Responsible Staff Members: All 8th grade Teachers

Implementation Timeline: September 2011 – June 2012

Activity 2 – Mandatory Extended Day for Level 2 Learners in 6th & 7th grade

Description: The school will implement a Mandatory Extended Day policy for all 6th & 7th grade students who scored Level 2 on the State ELA exam. Students will receive academic support on targeted reading strategies to raise their reading levels to grade level as well as support their comprehension strategies for the ELA exam.

Target Populations: All level 2 students in 6th & 7th grade

Responsible Staff Members: All 6th & 7th grade Teachers
Implementation Timeline: September 2011 – June 2012

Activity 3 – Progress Report System

Description: The school developed a Progress Report System to give monthly updates to families about student performance. The school will also collect these progress reports to determine which students are at-risk. In addition, the school will use STARS data regarding Report Card grades to create a database to track learners who are at-risk throughout the school year. Teacher and Guidance will collaborate to support with interventions.

Target Populations: All students who have failed a Core Subject (ELA, Science, Social Studies, Math)

Responsible Staff Members: All Teachers and Guidance Staff

Implementation Timeline: November 2011-June 2012

Activity 4 – IST/SIT

Description: Teachers struggle to differentiate instruction for the multitude of at-risk learners in their class. By creating an “Instructional Support Team”, teachers can get personalized support in developing curriculum to meet the needs of their at-risk learners. This team is composed of: Outside Instructional Expert from Turnaround for Children, Principal, Social Worker, and Guidance Counselor. In addition, there are students whose social emotional needs make learning difficult. These students are referred to the “Student Intervention Team” who supports the student, the family and the school with managing the more intense needs of these learners.

Target Populations: At-risk learners 6-8

Responsible Staff Members: Teachers with the Instructional Support Team, and the Student Intervention Team

Implementation Timeline: Year-round

Activity 5 – Robust Summer School Program

The school has partnered with the BELL program using grant money from the Helmsley Corporation. The school was able to create a robust summer school that could not only meet the needs of the 8th grade students who were held over, but the 6th and 7th grade students who needed support and interventions.

Target Populations: Students in need of Summer School for promotion or enrichment

Responsible Staff Members: Assistant Principal, Parent Coordinator, BELL program

Implementation Timeline: June 2012 to August 2012

Steps for Including Teachers in the Decision Making Process

Teachers will meet in grade-level teams to review student data collected from State Tests and school Report Cards regarding PID students

Staff determined that any student scoring Level 1 on the January Performance Assessment would be classified “PID”.

Staff determined that any student with a grade of D or lower in January would be classified “PID”.

Staff determined that any student with an attendance level of less than 90% would be classified “PID”.

Staff would cross-reference the numbers of PID students in January 2012 with those from 2011 to see if any progress had been made. This would then be cross referenced again in June to see if 5% of students were moved off the PID list.

Progress Report Dates: September, October, November, December, January, February, March, April, May, June

Report Card Dates: November, February, June

Promotion In Doubt Letters – February, March, May & June

ELA & Math Performance Date: January 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Monthly Progress Reports, Family Conferences, Positive Intervention Plans created at Family Conferences, School Leadership Team shared leadership process and goal setting, Open School Night, PA Meetings, & Parent Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers

Administrative staff requires a resume, school visit, interview, model lesson and references as part of the personnel process

Network HR person ensures that candidates are HQ and gives recommendations for updating credentials

Mentor Teacher is on staff full time to support struggling teachers

Teams support new teachers with curriculum sharing and meet weekly

School supports all teachers by offering weekly PD and off-site PD to support practice.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Targeted Programs to Support PID Students

Nature's Classroom weeklong trip and field trips keep children engaged in school.

Children's Aid Society provides a daily enrichment program to support students.

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 and the Student Intervention Team.

Through a Children's Aid Society grant, we have an on-site Health Educator two 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 education workshops.

School Wide Programs to Support Learners

Extended Day Support for at-risk learners

Support in Enrichment with Children's Aid Society Cooking Club, SPORTS Literacy program and Youth Council

Counseling Partnerships with Bronx Family Center, Institute for Family Health, NY Foundling, Mt. Hope Family Practice, The Vida Guidance Center

Support for Vision Testing and Eyeglasses with Helen Keller Child Sight Program

Support for At-Risk Families through New York Times Neediest Cases

Free Computers for families through Computers for Youth and PerScholas

Technological and Website Support through CUNY Technical Intern Program, MOUS Squad, Computers for Youth and eChalk

SES provider support for tutoring in ELA and Math

ESL in class support for ELL Learners

SE support for SETSS, CTT and 12:1 students as well as Bilingual and Crisis Management Paraprofessionals

Instructional Support Team to assess and support at-risk learners

Student Intervention Team to assess and support students with social emotional needs

Health Education with Children's Aid Society
 Drug Prevention Program with National Guard
 Preferred Admissions Program with Fannie Lou Hamer Freedom High School
 Summer School with BELL
 Student Teacher from Lehman College and Touro College
 Professional Development in Reading with AUSSIE
 Professional Development in Writing with Teaching Matters
 Professional Development in Math with FHI360
 Professional Development in Rtl & Differentiated Instruction with Turnaround for Children
 Professional Development in Social Emotional Learning with RULER and Garrison Institute
 Professional Development for Internet Safety through Connect with Kids, Bronx District Attorney's Office, 42nd Precinct and Connected Learning
 Support in the Music, Drama, Art and Dance with Marquis Studios and Children's Aid Society
 Support in Physical Education with Children's Aid Society Basketball & Archery Program and Beat the Streets Wrestling Program
 Support in Environmental Education and Safety from Nature's Classroom, Bronx River Alliance, Radio Disney and the Department of Transportation
 Parent Workshops on Literacy, HS Admissions, ESL, Internet Safety, Resume Writing, Promotional Criteria from Learning Leaders, Computers for Youth, Global Connect, Children's Aid Society, and BELL

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Staffing Highly Qualified teachers using Title 1 & Tax-Levy
 - 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
 - Grant Money (Nature's Classroom)

Budgeting

- 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 SINI funding

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	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.
Mathematics	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 2 times a year. At risk learners are assessed using the Math Brigance 3x a year. In addition, projects aligned to standards and problem-solving strategies are used after every curriculum topic to determine critical thinking in math.
Science	Students identified as being at-risk for Science are scheduled for Extended Day program, if they need more support with science concepts. Non-fiction reading skills are supported across the school using the Common Core Standards Reading & Writing for Information. We have a Science program 6-8 that is based on State Standards and is project based.
Social Studies	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 8 th 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 6 th & 7 th grade. Non-fiction reading skills are supported across the school using the Common Core Standards Reading & Writing for Information.
At-risk Services provided by the Guidance Counselor	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 and the Student Intervention Team.
At-risk Services provided by the School Psychologist	Not Applicable

<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 and the Student Intervention Team.</p>
<p>At-risk Health-related Services</p>	<p>Through a Children's Aid Society grant, we have an on-site Health Educator two 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 education workshops.</p>

PARENT INVOLVEMENT POLICY (PIP) FOR 12X286

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL – FAMILY COMPACT for the FANNIE LOU HAMER MIDDLE SCHOOL COMMUNITY

FLHMS Education Mission: “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 to ensure that our students are ready to meet the challenges of high school, college and career.”

We, the Fannie Lou Hamer Middle School community, establish this compact in order to foster our mission to prepare students for a meaningful life where each can work effectively, think critically and act compassionately to build a better world.

As a Fannie Lou Hamer parent/caregiver, I pledge to:

- Foster academic achievement by supporting my child in reading, writing, listening, and talking about school and their future.
- Support positive behaviors like regular attendance, completing work, healthy diet, exercise, sleep habits and getting to school on time.
- Find out how my child is doing by attending conferences, looking at my child’s schoolwork, or calling the school.
- Respect, love, and encourage my child’s growth and ideas.
- Help my child to resolve conflicts in positive, non-violent ways.

Parent/caregiver signature:_____

As a Fannie Lou Hamer staff member, I pledge to:

- Maintain and foster high standards of academic achievement and positive behavior.
- Give timely feedback to students about their work.
- Respectfully and accurately, inform parents of their child’s progress.
- Support high expectations for my school, myself, my students, and my colleagues.
- Respect the cultural differences on students, their families, and other staff.

- Help children to resolve conflicts in positive, non-violent ways.

Staff signature: _____

As a Fannie Lou Hamer Middle School student, I pledge to:

- Come every day and on time.
- Completing all my assignments and on time.
- Be responsible for my actions by following the school rules and expectations.
- Have a positive attitude towards self, others, school, and learning.
- Respect the cultural differences of other students, their families, and staff.
- Work to resolve conflicts in positive, non-violent ways.

Student signature: _____

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X286 **School Name:** Fannie Lou Hamer Middle School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 **Corrective Action Year 1** Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused **Comprehensive**

Intervention: School Quality Review (SQR) **External School Curriculum Audit (ESCA)**
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

3-8 ELA

Overall - 95% of our learners were struggling with reading comprehension on the ELA. The 6th grade had the highest percentage of L1 (33%) & L2 (52%) learners and the lowest percentage of L3's (15%). On the other hand, our 8th grade had 0% L1 learners, 75% L2 and 25% L3 learners, the highest in the school. This does show that over time, more students move to L3 by graduation.

ED – Since 94% of our population is ED, the above number essentially reflect the ED population of our school within 1% point.

ALL HISPANIC – Since 74% of our population is Hispanic, the above numbers reflect the Hispanic population of our school as well.

ALL BLACK – While only 32% of our population is African-American, their percentages are identical to the school as a whole.

ALL SWD – Students with disabilities were on average much lower than the general population, L1 55%, L2 40%, L3 5%, with the greatest concentration of L1 in 6th grade and the least in 8th grade (13%). However, L2's went up over the grade levels from 6th at 22%, 7th at 42% and 8th at 88%. Thus there is a sense of progression toward L2 by graduation, but not actually meeting standards.

3-8 Math

Overall - 76% of our learners were struggling with the concepts on the Math Exam. The numbers of L1 were consistent across the school at 20% in the 6th & 7th grade and 15% in the 8th grade. L2 were 57% on average and L3's were 22% on average, and L4's 2% on average. Overall, the 7th grade had the greatest percentages of L3's and L4's, reflecting the reality that the 8th grade tests different concepts than the 6th & 7th grade Math exam.

ED – Since 94% of our population is ED, the above numbers essentially reflect the ED population of our school within 1% point.

ALL HISPANIC - Since 74% of our population is Hispanic, the above numbers reflect the Hispanic population of our school as well within 1% point.

ALL BLACK - While only 32% of our population is African-American, their percentages are identical to the school as a whole. The only major difference is in 7th grade where the number of L3's were only 17% compared to 30% overall and the number of L1's were 35% compared to 20% overall. This might be related to the high number of SE students in 7th grade 12:1 and CTT designations in that grade level.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

ELA Intervention & Support

- 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.
- Students participate in five distinctive components of literacy study:
 - Flexible guided reading groups to engage students in small groups, monitor progress and differentiate instruction according to student need.
 - 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.

- Teachers use Read Alouds of literature to help students gain a deeper understanding of literary elements.
- Teachers gauge student progress in writing samples, writers' logs, summative assessments and portfolios using Teaching Matters & FLHMS developed writing rubrics.
- Teachers use tiered groupings based on student skill profiles and interests to provide remediation and enrichment instructional strategies.
- Scheduled common planning time for weekly Literacy meeting for teams
- Saturday Academy sessions 8 weeks before NYS ELA Exam to support findings from Predictive.
- 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 hired for ESL classes to support for at-risk learners 80% of the time)
- In class support readers below 4th grade level through on-line use of Headsprouts Early Reader Program and Headsprouts Reading Comprehension Program.
- Use of extended day to support Level 2 learners with fiction & non-fiction reading strategies based on item analysis of State ELA.
- Purchase of full range of high interest reading materials (books, books on CD, magazines) for a range of reading levels.
- Staff will periodically examine Running Records and student work in order to develop and monitor effective instructional practice.

Math Intervention & Support

- Weekly Team Meetings to set curriculum goals, share lessons, analyze student work samples, manage and implement CCSS units & Summative Assessment tasks, create a CCSS rubric and differentiate instruction to support at-risk learners.
- Monthly Team Time to analyze student work related to CCSS grade level rubric, then analyze the effectiveness of assignment in assessing CCSS as well as next steps to develop student performance and CCSS goals.
- Monthly PD visits by Network PD person to extend understanding in Mathematical Modeling for Classroom Environment, Instruction and use of data.
- Quarterly PD visits by Lehman College PD person to extend understanding of Bloom's Taxonomy and mathematical thinking.
- 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.
- Teaching Matters (from Connected Learning Grant), provides customized on-site support in use of technology and student engagement, 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 using readings on CCSS to further support teachers on best practices in Math Education.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Title I money is allocated to the AUSSIE's to provide targeted professional development in literacy (Readers Workshop) across the curriculum and aligning literacy to the Common Core Standards. In addition, the funds have provided targeted PD for teachers in "Strategies that Work – Literacy Strategies for Non-Fiction", "ESL support for Beginning ELL's", "Teachers College - Classroom Management Practices for the ICT classroom", "Math Solutions - Incorporating Common Core Standards into the Middle School Classroom", "Lucy West's - Japanese Lesson Study for the Math Classroom", "Teaching Matters – Using Technology to teach Civil Rights", "Life Space Crisis Intervention for Educators", "Heinemann – Teaching Reading Workshop to Middle School Students". In addition, on-site support for Math is provided by our Network, FHI360.

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

The school has a full-time mentor teacher who provides professional development support on a daily and weekly basis for all teachers who are new to the profession as well as new to the school. The mentor teacher works with the staff on the Framework for Teaching as well as using the Santa Cruz Model for mentoring first and second year staff since it breaks down the progression of teachers in a more detailed manner. The School also has a grade team structure which allows teachers to develop their curriculum and assessment tools with other more experienced practitioners.

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.

The school will use the Parent Notification Letter template to draft our own SINI letter. This letter will be translated into Spanish. Both letters will be mailed and backpacked to all families. At the January PA meeting, the Principal will meet with the PA and the PA Steering Committee to discuss the implications of SINI at the school. The Principal will meet with the SLT members throughout the year to develop CEP goals and implement these goals with the feedback of the SLT.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Calvin Hasti	District 12	Borough Bronx	School Number 286
School Name Fannie Lou Hamer Middle School			

B. Language Allocation Policy Team Composition [?](#)

Principal Lorraine Chanon	Assistant Principal Stephen Walton
Coach	Coach
ESL Teacher Emanuel Anzules - 8th Grade	Guidance Counselor Kerryann Pozzi
Teacher/Subject Area Sofia Lora - 6th Grade	Parent type here
Teacher/Subject Area Clinton Pierce - 7th Grade	Parent Coordinator Raul Rodriguez
Related Service Provider type here	Other Rebecca Demir - PD Coord.
Network Leader Calvin Hastings	Other Sandra Lugo - Data/Test & ELLs

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	253	Total Number of ELLs	30	ELLs as share of total student population (%)	11.86%
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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 English Language Learners (ELLs), the following steps are ensured. First, students are registered by the Pupil Personnel Secretary along with the Parent Coordinator, an ESL certified teacher or ELL Specialist, 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, an ESL certified teacher or 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. FLHMS provides oral and written translations/interpretations during interviews in the native language in accordance with the Chancellor's recommendations. All HLIS forms are analyzed by an ESL certified 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, an ESL certified teacher or ELL Specialist hand scores the test and determines eligibility. If it is determined that the child is eligible, and their native language is Spanish, he/she is administered the Spanish Language Assessment Battery (LAB). Parents of students who are eligible are given a letter of Entitlement, and parents of students who score at or above proficient on the LAB-R are given a letter of Non-Entitlement.

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. The speaking part of the NYSESLAT is administered one-one-one beginning in April, and is ongoing through May. The listening, reading and writing is administered in May on three separate days. The students are grouped according to grade levels (6th grade/7th and 8th).

To ensure that parents are informed of the three program choices we follow the outlined procedure. The parents of 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 - this process occurs at the time a new student student is registered), 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 an ESL certified 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 an ESL certified teacher or ELL Specialist, along with the Parent Coordinator. At this meeting, all program choices are discussed and presented in a variety of native languages (as needed) 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. All oral and written materials and information are provided to parents in English and the native language as identified on the HLIS.

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, an ESL certified teacher and ELL Specialist 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. All forms are are filed and maintained in the main office.

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 look to 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.

In September parents of students who are entitled based on the NYSESLAT results will be given a letter of Continued Entitlement, and parents of students who score at or above proficient on the NYSESLAT are given a letter of Non-Entitlement/Transition. All letters are given in English and the native language, and copies of letters of Entitlement, Non-Entitlement, Continued Entitlement and Non-Entitlement/Transition are maintained by the ELL Specialist.

Parents of all 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 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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							8	11	11					30
Total	0	0	0	0	0	0	8	11	11	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	8

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. [i](#)

	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	10	0	4	12	0	6	8	0	4	30
Total	10	0	4	12	0	6	8	0	4	30

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							8	10	11					29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	8	11	11	0	0	0	0	30

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-17 here
(Responses to Section B, questions 8-17 included here)

Our ESL students are served in a push-in/pull-out model. Our ESL program is staffed with three teachers with ESL certification, one teacher with Bilingual certification, and one teacher with ESL and Bilingual certification.

ESL is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between our

A. Programming and Scheduling Information

ESL certified teachers and classroom teachers ensure that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. Our ESL certified teachers are 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 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 certified teachers provide 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. The strategies are provided for instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. Reports are available on an on-going basis which allow the teachers to track student progress in key curriculum areas and to use the data to make informed decisions about student performance. Both Headsprout programs are online interactive resources that provide individualized adaptive instruction. We also use BrainPop ESL which uses a multisensory approach to motivate and engage our English Language Learners. Lessons support features that reinforce vocabulary, grammar, pronunciation, reading comprehension, and writing skills. BrainPop ESL provides ongoing feedback which allows teachers to monitor student progress, and keeps our English Language Learners informed about their progress while staying motivated and engaged.

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 their 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: Fountas & Pinnell Benchmark Assessment System (BAS), Rigby PM Benchmark; as well as Fountas & Pinnell Sistema de evaluación de la lectura (SEL), Registro Progresivo (Running Records in Spanish), and Rigby PM Spanish Benchmark.

FLHMS will supplement the regular school day program by implementing an After School program and Saturday Academy for English Language Learners for the development of their academic English and content-based instructional enrichment with native language support. The purpose of our After School program and the Saturday Academy is to ensure that our ELLs develop English proficiency and meet the same academic content and academic achievement standards that the English proficient children are expected to meet.

The Saturday Academy for ELLs will be implemented by two teachers in a team teaching mode with one ESL certified teacher and one Math teacher. They will address the needs of ELL students who have been identified as students in need of academic support, which include students who scored Beginner and Intermediate levels, long-term ELLs and SIFE students in order to provide additional opportunities for ELLs to practice skills in English.

To support and assist ELLs in years 0-3, years 4-6, Long Term ELLs (LTEs - beyond 6 years) and Students with Interrupted Formal Education (SIFE) receive intensive support and instruction which is differentiated to meet their needs according to their level of proficiency. Continued support is also provided for the ELL students who scored at/or above proficient on the NYSESLAT for up to two years after they become proficient. In increasing their linguistic and academic performance, Language Proficiency Kits will be utilized in the After School and Saturday Academy to provide vocabulary acquisition, fluency and comprehension through auditory and visual practice. They will also utilize English Now which provides instruction in reading and writing, enabling the ELL student to acquire

A. Programming and Scheduling Information

academic and content specific vocabulary. Additional materials will include Building Fluency Through Reader's Theater which provides the necessary support and scaffolding needed in order to provide effective instruction to our ELL students in the areas of reading, writing, listening and speaking. The Reader's Theater will also provide native language support in Spanish to our ELL students. ESL Phonics will be utilized to provide differentiated instruction through a multi-skills approach addressing phonics vocabulary building, spelling, pronunciation, and familiarity with sentence patterns in the acquisition of the English language. Math materials used including manipulatives, on line resources and books will be provided. In addition, students in the After School program and Saturday Academy will have access to technology using the Headsprout Early Reading and Reading Comprehension programs to address their needs in speaking, reading and listening, as well as BrainPop which will address language development in the content areas as well as provide native language support.

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.

At Fannie Lou Hamer, we believe in providing academic intervention, as well as socio-emotional intervention designed to provide early effective assistance to our English Language Learners who are having difficulties. 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 we have 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 an ESL Teacher and/or the ELL Specialist. We also have a Student Intervention Team (SIT) which addresses the socio-emotional needs of the students.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	order to identify the strengths and needs of the students. This provides opportunities to address the student's different learning styles and maximize on learning opportunities. If there is no progress, the student may be recommended for special education services.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of
B. Programming and Scheduling Information--Continued			
8. 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. 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. 10. What new programs or improvements will be considered for the upcoming school year? 11. What programs/services for ELLs will be discontinued and why? 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)? 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL) 15. Do required services support, and resources correspond to ELLs' ages and grade levels? 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. 17. What language electives are offered to ELLs?			
Paste response to questions 8-17 here (See Section A for Responses to questions 8-17)			

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
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			
<p>Our new 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 all staff members, including office staff, are involved in in-house workshops and professional development that create a rigorous learning environment that focuses on academic achievement and language development for English Language Learners. Classroom teachers have the opportunity to attend ESL workshops at the Fannie Lou Hamer, at the New York State Association of Bilingual Education (NYSABE) Teacher Institute, and ESL events at NYS TESOL: NYC Region. Our ESL certified teachers and ELL Specialist also conduct ESL training during faculty conferences and grade conferences. Michelle Robles, our ELL liaison for the Office of English Language Learners, informs us on on-going basis of professional development opportunities which address the need of the English Language Learners.</p> <p>We, at Fannie Lou Hamer, strive to provide strong professional development for our staff which meet the specific needs of our ELL population with topics which include:</p> <ul style="list-style-type: none"> • Common Core State Standards and the English Language Learner • Understanding Cultural, Linguistic and Academic Instruction for ELLs • Best Practices for Assessment Progress Monitoring 			

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 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 all staff members, including office staff, are involved in in-house workshops and professional development that create a rigorous learning environment that focuses on academic achievement and language development for English Language Learners. Classroom teachers have the opportunity to attend ESL workshops at the Fannie Lou Hamer, at the New York State Association of Bilingual Education (NYSABE) Teacher Institute, and ESL events at NYS TESOL: NYC Region. Our ESL certified teachers and ELL Specialist also conduct ESL training during faculty conferences and grade conferences. Michelle Robles, our ELL liaison for the Office of English Language Learners, informs us on on-going basis of professional development opportunities which address the need of the English Language Learners.

We, at Fannie Lou Hamer, strive to provide strong professional development for our staff which meet the specific needs of our ELL population with topics which include:

- Common Core State Standards and the English Language Learner
- Understanding Cultural, Linguistic and Academic Instruction for ELLs
- Best Practices for Assessment Progress Monitoring
- Strategies to Improve Instruction for ELLs
- RtI for English Language Learners
- Vocabulary Building
- Teaching Struggling ELLs Fundamental Strategies

Teachers of ELL students will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of ELL student need and strengths.

Teachers will be invited to participate in an ELL study group focused on identifying strategies that will increase reading and writing independence in the Spring 2012. The study group will use "Literacy Instruction for English Language Learners: A Teacher's Guide to Research Based Practices" by Nancy Cloud in order to identify best reading and writing strategies for ELLs, that will increase their reading and writing independence and enhance curriculum based on their learning.

Additional resources that address and support the English Language Learners are available to our staff through our network FHI360 and Turnaround for Children (TFC). The staff has also been provided with an extensive list of websites which provides them with resources that provide instructional strategies and support for their English Language Learners.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
1. How do you involve parents?	100%	100%	100%
2. How do you evaluate the needs of the parents?	75%	75%	75%
3. How do you evaluate the needs of the parents?	50%	50%	50%
4. How do you evaluate the needs of the parents?	25%	25%	25%
Paste response to questions 1-4 here			
1. How do you involve parents?	100%	100%	100%
2. How do you evaluate the needs of the parents?	75%	75%	75%
3. How do you evaluate the needs of the parents?	50%	50%	50%
4. How do you evaluate the needs of the parents?	25%	25%	25%
Paste response to questions 1-4 here			
1. How do you involve parents?	100%	100%	100%
2. How do you evaluate the needs of the parents?	75%	75%	75%
3. How do you evaluate the needs of the parents?	50%	50%	50%
4. How do you evaluate the needs of the parents?	25%	25%	25%
Paste response to questions 1-4 here			
1. How do you involve parents?	100%	100%	100%
2. How do you evaluate the needs of the parents?	75%	75%	75%
3. How do you evaluate the needs of the parents?	50%	50%	50%
4. How do you evaluate the needs of the parents?	25%	25%	25%
Paste response to questions 1-4 here			

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 them with native language oral and written interpretation and translation. In addition, the Parent Coordinator is responsible for informing and coordinating the event where parents attend the annual Parent Institute at the New York State Association of Bilingual Education (NYSABE) Conference which provides them with opportunities to network and learn how to support and address the needs of their child. This event takes place every year in March, and provides parents with translation services.

We maintain ongoing communication with our ELL parents. Our staff, including the ESL certified teachers and ELL Specialist, meet with the parents during Open School Night, Parent-Teacher Conferences, and individual conferences as needed. We provide parents with oral and written translations services via staff. The Parent Coordinator has collected and distributed the names of all staff who are proficient in a second language and available for translations. We also provide our ELL parents with a directory of community based organizations to meet their individualized needs. Children's Aid Society (CAS) collaborates with our Parent Coordinator and staff to provide additional opportunities for parental involvement to our parents. CAS also collaborates with the Fannie Lou staff in organizing multicultural celebrations and/or events for our parents and school community. Concerns and questions can also be addressed by our Parent Coordinator. All communication, oral and written, is provided in the parents' native language.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

(See Section A for Responses to questions 8-17)

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)?

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 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 all staff members, including office staff, are involved in in-house workshops and professional development that create a rigorous learning environment that focuses on academic achievement and language development for English Language Learners. Classroom teachers have the opportunity to attend ESL workshops at the Fannie Lou Hamer, at the New York State Association of Bilingual Education (NYSABE) Teacher Institute, and ESL events at NYS TESOL: NYC Region. Our ESL certified teachers and ELL Specialist also conduct ESL training during faculty conferences and grade conferences. Michelle Robles, our ELL liaison for the Office of English Language Learners, informs us on on-going basis of professional development opportunities which address the need of the English Language Learners.

We, at Fannie Lou Hamer, strive to provide strong professional development for our staff which meet the specific needs of our ELL population with topics which include:

- Common Core State Standards and the English Language Learner
- Understanding Cultural, Linguistic and Academic Instruction for ELLs
- Best Practices for Assessment Progress Monitoring
- Strategies to Improve Instruction for ELLs
- RtI for English Language Learners
- Vocabulary Building
- Teaching Struggling ELLs Fundamental Strategies

Teachers of ELL students will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of ELL student need and strengths.

Teachers will be invited to participate in an ELL study group focused on identifying strategies that will increase reading and writing independence in the Spring 2012. The study group will use "Literacy Instruction for English Language Learners: A Teacher's Guide to Research Based Practices" by Nancy Cloud in order to identify best reading and writing strategies for ELLs, that will increase their reading and writing independence and enhance curriculum based on their learning.

Additional resources that address and support the English Language Learners are available to our staff through our network FHI360 and Turnaround for Children (TFC). The staff has also been provided with an extensive list of websites which provides them with resources that provide instructional strategies and support for their English Language Learners.

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 them with native language oral and written interpretation and translation. In addition, the Parent Coordinator is responsible for informing and coordinating the event where parents attend the annual Parent Institute at the New York State Association of Bilingual Education (NYSABE) Conference which provides them with opportunities to network and learn how to support and address the needs of their child. This event takes place every year in March, and provides parents with translation services.

We maintain ongoing communication with our ELL parents. Our staff, including the ESL certified teachers and ELL Specialist, meet with

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We maintain ongoing communication with our ELL parents. Our staff, including the ESL certified teachers and ELL Specialist, meet with the parents during Open School Night, Parent-Teacher Conferences, and individual conferences as needed. We provide parents with oral and written translations services via staff. The Parent Coordinator has collected and distributed the names of all staff who are proficient in a second language and available for translations. We also provide our ELL parents with a directory of community based organizations to meet their individualized needs. Children's Aid Society (CAS) collaborates with our Parent Coordinator and staff to provide additional opportunities for parental involvement to our parents. CAS also collaborates with the Fannie Lou staff in organizing multicultural celebrations and/or events for our parents and school community. Concerns and questions can also be addressed by our Parent Coordinator. All communication, oral and written, is provided in the parents' native language.

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
														L

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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 30 entitled students in grades 6 to 8, 60% are Beginner, 27% are Intermediate, and 57% are Advanced. An additional four students reached the

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A							3	4	1				
	P							2	0	3				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	4	0	0	11
7	5	4	0	0	9
8	0	5	0	0	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	0	7	0	0	0	0	0	11
7	3	0	6	0	0	0	0	0	9
8	0	0	5	1	0	0	0	0	6
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	1	0	2	1	1	0	1	0	6
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				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

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

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

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 - c. How are EPs performing on State and City Assessments?
6. 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 30 entitled students in grades 6 to 8, 6% are Beginners, 37% are Intermediate, and 57% are Advanced. An additional four students reached the Proficient level on the 2011 NYSESLAT, and seven students reached the Proficient level on the 2010 NYSESLAT and although they have exited the ESL program, 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

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

School Name: Fannie Lou Hamer Middle School

School DBN: 12X286

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorraine Chanon	Principal		12/1/11

School Name: Fannie Lou Hamer Middle School**School DBN: 12X286****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen Walton	Assistant Principal		12/1/11
Raul Rodriguez	Parent Coordinator		12/01/11
Emanuel Anzules	ESL Teacher		12/1/11
	Parent		1/1/01
Sofia Lora	Teacher/Subject Area		12/1/11
Clinton Pierce	Teacher/Subject Area		12/1/11
	Coach		
	Coach		1/1/01
Kerryann Pozzi	Guidance Counselor		12/1/11
Calvin Hastings	Network Leader		12/1/11
Rebecca Demir	Other <u>PD Coordinator</u>		12/1/11
Sandra Lugo	Other <u>Data/Testing & ELLs</u>		12/01/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **12X286** School Name: **Fannie Lou Hamer Middle School**

Cluster: **5** Network: **511**

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.

72.5% of the students at Fannie Lou Hamer Middle School (FLHMS) are Hispanic and based on the continuous interaction with parents, FLHMS recognizes the need to produce literature in both Spanish and English to ensure the dissemination of all information to our school community in a timely manner. In addition, main office personnel and the Parent Coordinator are able to provide parents with information in both Spanish and English.

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.

Almost 73% of our students are Hispanic, and the major languages spoken in their homes are Spanish and English. This information was shared during the School Leadership Team meetings, grade team meetings, and Parent Association meetings and it was agreed that all written and oral communication to our student body and their families should be provided in both Spanish and English. The Parent Coordinator has collected and distributed the names of all staff who are bilingual (Spanish/English) and available for written and/or oral translations.

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.

Fannie Lou Hamer Middle School will continue to provide in-house written and oral translation assistance to our parents via a school administrator and/or staff. All notices will continue to be produced in both languages (Spanish and English), and sent home in advance with students and/or by mail. All school generated letters will be sent in Spanish and English. Teachers were made aware that document translations are also available on-line with advance notice. All staff members have received Translation Request Forms. In addition, the school uses per session funding to translate documents that require immediate turn-around.

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.

Fannie Lou Hamer will continue to provide in-house oral language assistance to our parents via a school administrator and/or staff. The Parent Coordinator has collected and distributed names of all staff who are bilingual (Spanish/English) and available for oral translations.

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>.

Fannie Lou Hamer currently uses in-house staff to provide written and oral translations. The Parent Coordinator has made postings of our services and has sent out notifications of our services. All of the previously mentioned practices fulfill the Chancellor's Regulation A-663.