



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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, CSA	
Emanuel Anzules	*UFT Chapter Leader or Designee	
Maria Rivera	*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>)	
Rosetta Wilson	CBO Representative, Turnaround for Children	
Andrea Noe	Member/PA	
Lucy Rodriguez	Member/PA	
Sandra Ruiz	Member/PA	
Gina Rowe	Member/ UFT	
Abbey Wilson	Member/UFT	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- From 2012 DOE Quality Review, "School leaders who have observed all teachers various times throughout the year provide written and oral feedback in a timely manner to teachers. However, there is not sufficient alignment of individual teacher goals to what is observed around his/her classroom practice."
- From 2012 DOE Quality Review, "...a lack of concentrating on a few recommendations and (a need) for focused professional development so that the school and teachers can track improvement in methodology over time..."

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader's vision

 X 2.4 School leader's use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
 - Principal and Assistant Principal will visit each teacher's classroom at least 3-5 times between September and June, then provide teachers with formative (not for file) written or verbal feedback aligned to the 3 school-selected Danielson competencies (Planning and Preparation, Questioning and Discussion and Assessment in Instruction) and teacher created goals for their own Professional Development in Planning and Preparation, Questioning and Discussion and Assessment in Instruction.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity 1 – Professional Development

- Description – PD will be given on the following topics: Danielson Competencies of Planning and Preparation, Using Cooperative Learning to foster Questioning and Discussion, and Using Learning Targets to develop Assessment in Instruction, How to use TeachBoost on-line to share written feedback from observations, Understanding the City Wide Instructional Expectations for Danielson Competencies, How can the Leadership Team develop understandings among school leaders and teachers for engaging in feedback conversations with teacher feedback from Grade Team meetings, Reflecting and goal-setting on Danielson Competencies

Responsible Staff Members – Principal, AP, Leadership Team, Network

Implementation Timeline: August 2012-June2013

Activity 2 – Linking Goals to Classroom Observations & Instruction

- Description – Principal and AP will do 3-5 informal observations linking classroom observations to instructional practice and teacher goals based on Danielson Competencies in the City Wide Instructional Expectations. Teachers will post goals related to these expectations on TeachBoost. Teachers will

receive feedback via TeachBoost on-line. Principal will post 2-3 examples of formative observations documenting teachers' development in areas based on goal-setting and observation feedback that shows evidence that it was effective in impacting teachers' classroom practice.

Target Populations – All Teachers

Responsible Staff Members - Principal & AP

Implementation Timeline: Sept 2012-June 2013

Steps for Including Teachers in the Decision Making Process

School Leadership Team will review SCEP goal.

Teachers will use Danielson Competency to establish professional goals.

Principal will use Teacher goals as lens to support instructional practice.

Teachers will receive regular observations through TeachBoost on-line

Teachers can respond to feedback on-line.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority Funding

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Resources

- Staffing Highly Qualified teachers using Title 1 & Tax-Levy
- Scheduling that enables teachers and coaches to effectively engage in professional development
- Title 1 Funding used for AUSSIE Literacy Coach
- Title 1 Funding used for Turnaround for Children

Budgeting

- Funding for common planning time
- Substitute /coverage teacher for PD work
- Teacher release time for PD work
- Per session for Summer PD Institute using SINI funding - All teaching staff for 5 hours per day for one week
- Per Session for School Year using Priority Funding – 1 hour per week for 40 weeks for all teachers

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From 2012 Quality Review, “The school’s integration of the Common Core Learning standards in the curriculum maps is evident across all core subjects.”

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
 - Continue to build teacher teams’ capacity to align units of study with the Common Core learning Standards, in response to student learning needs by posting 1-2 Sample Unit Plans that exhibit the qualities articulated above, including copies of performance tasks, rubrics and student work on ATLAS online curriculum mapping website.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity 1 – Professional Development

Description – PD will be given on the following topics: Reading for Information, Deep Reading of Text, Using Rubrics to Analyze Student Work, Developing Lessons with Resources for Deep Reading of Text, Annotating Text, Creating Instructional Next Steps based on Student Work, This professional development will lead to: 1-2 Sample Unit Plans that exhibit the qualities articulated above, including copies of performance tasks, rubrics and student work – to be posted on ATLAS online curriculum mapping website.

Target Populations – All teachers of students who teach Reading for Information

Responsible Staff Members – All ELA, Science and Social Studies teachers, AUSSIE, Teaching Matters and Turnaround For Children Support Staff

Implementation Timeline: August 2012-June2013

Activity 2 – Data Driven Instructional

Description – Teams will align the Common Core Standards with their Curriculum. Using data collected from student work, Pre-Assessments, Acuity Assessments and State Exam Item Analyses, the Inquiry team will devise curriculum to support areas of need regarding Reading for Information strategies. Building off of last year’s work, over the course of 2012-13 school year each Vertical Subject area team in the core content areas (English, math, social studies and science) will revise, and all teachers on these Vertical subject teams will implement two Common Core aligned units that:

- Are well-aligned to selected standards as indicated by CCLS alignment protocols and based on the Citywide Instructional

Expectations.

- Embed the skills outlined in the relevant Common Core instructional shifts
- Assess student learning with a rigorous performance task as indicated by Webb’s Depth of Knowledge.

All Vertical Teams will participate in bi-weekly department meetings during their common planning blocks and bi-weekly PD support from the AUSSIE, Teaching Matters or Lehman Coach. Vertical Teams will examine student work from the 2012-13 pre-assessment to understand gaps in student knowledge or skills to revise their Unit Plans. During these meetings, Vertical Teams will refine Unit Plans and engage in a structured protocol to ensure alignment with selected Common Core Standards. Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first CCLS unit and repeat the cycle for the second unit.

Target Populations – Teachers (ELA & Content Area Specialists) serving all students in Reading for Information. Data collected will support Instructional Strategies to differentiate curriculum.

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

Implementation Timeline: August 2012-June 2013

Activity 3 – School Goal Setting

Description – Principal and School Leadership Team will use data from Pre-Assessments, Mid-Year Acuity Assessment, State ELA Exam and Course Grades to set goals in literacy for the 2012-2013 school year. This goals will include: 1) All students will know their reading for information levels, 2) All students will set the goal of advancing 1-3 grade levels yearly. School Leadership will meet weekly with teacher leaders, join team meetings on a regular basis, and coordinate this work across the grades.

Target Populations: All students

Responsible Staff Members: All teachers, Principal, SLT

Implementation Timeline – August 2012-June 2013

Steps for Including Teachers in the Decision Making Process

Teachers will meet in grade-level and vertical teams to review student data collected from pre-assessments, Acuity, and State Exams

Teachers will grade pre-assessments and Acuity Extended Response using school-devised rubric

Staff will determine number of grade levels that students need to show progress. (Staff determined that a 1 grade levels (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 for information levels.)

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

Running Record Collection Dates: October 2012, January 2013, Summer 2013

ELA Performance Acuity Date: January 2012

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Priority school Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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
- Title 1 Funding used for AUSSIE Literacy Coach
- Title 1 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
- Saturday Prep Academy with Title 3 and Priority funding – 4-6 Content Area Teachers for 4 hours per week over 7 weeks
- Per session for Summer PD Institute using SINI funding – All teaching staff for 5 hours per day for one week

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From 2012 DOE Quality Review,

“In most classes students are engaged by the high expectations of teacher that students use academic vocabulary, concepts and content in responding to oral or written tasks.”

“Ensure that the school community uses collaborative and data informed processes to set appropriate goals for all student subgroups, including high achievers.”

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- The school will continue to develop the CCLS work of high expectations for all learners and set a goal that all learners advance over the course of the school year by tracking their performance in Reading for Information.
 - In ELA, science and social studies, students will demonstrate the ability to read closely to determine what the text says explicitly and to make logical inferences from it aligned to the expectations of the Common Core Learning Standards. This will be demonstrated within each discipline through an online grade book that shows that, using the common rubric as the tool of measurement, a minimum of 75% of students advanced at least one level from the first to the final reading for information assessment.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity 1 – Professional Development

Description – PD will be given on the following topics: Reading for Information, Deep Reading of Text, Using Rubrics to Analyze Student Work, Developing Lessons with Resources for Deep Reading of Text, Annotating Text, Creating Instructional Next Steps based on Student Work. Teachers will collaboratively plan reading units that develop student capacity in targeted areas. Instructional resources from the Common Core Library will serve as design models. During teacher team meetings throughout the year, teachers will use protocols and common rubrics to assess the effectiveness of the reading unit.

Target Populations – All teachers of students who teach Reading for Information

Responsible Staff Members – All ELA, Science and Social Studies teachers, AUSSIE, Teaching Matters and Turnaround For Children Support Staff

Implementation Timeline: August 2012-June 2013

Activity 2 – Data Driven Instructional

Description – Teams will align the Common Core Standards with their Curriculum. Using data collected from student work, Pre-Assessments, Acuity Assessments and State Exam Item Analyses, the Inquiry team will devise curriculum to support areas of need regarding Reading for Information strategies. All English, science and social studies teachers will implement two Common Core aligned reading for information units that embed expectations for students to read closely to determine what the text says explicitly and to make logical inferences from it. All English, science and social studies teachers will implement two of these Reading for Information units with their students by May 2013.

Across subject areas and grades, a minimum of 75% of students will improve at least one level (on a common rubric) in their use of evidence in their reading for information assessments between the fall and the spring.

Target Populations – Teachers (ELA & Content Area Specialists) serving students in Reading for Information

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

Implementation Timeline: August 2012-June 2013

Activity 3 – School Goal Setting

Description – Principal and School Leadership Team will use data from Pre-Assessments, Mid-Year Acuity Assessment, State ELA Exam and Course Grades to set goals in literacy for the 2012-2013 school year. Goal for 2012: School Leadership Team will collect and analyze the data in November, February and June to create goals for schools, teachers and students. Within each discipline, online grade book shows that, using the common rubric as the tool of measurement, a minimum of 75% of students advanced at least one level from the first to the final reading for information assessment. Sample student assignments show growth from fall to spring and representing a range of performance levels across the common rubric.

Target Populations: All students

Responsible Staff Members: All teachers, Principal, SLT

Implementation Timeline – August 2012-June 2013

Steps for Including Teachers in the Decision Making Process

Teachers will meet in grade-level and vertical teams to review student data collected from pre-assessments, Acuity, and State Exams

Teachers will grade pre-assessments and Acuity Extended Response using school-devised rubric

Staff will determine number of grade levels that students need to show progress. (Staff determined that a 1 grade levels (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 for information levels.)

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

Running Record Collection Dates: October 2012, January 2013, Summer 2013

ELA Performance Acuity Date: January 2012

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Priority Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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
- Priority Funding for additional Saturday School Teachers
- Title 1 Funding used for AUSSIE Literacy Coach
- Title 1 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
- Saturday Prep Academy with Priority and Title 3 funding - 4-6 Content Area Teachers for 4 hours per week over 7 weeks
- Per session for Summer PD Institute using SINI funding - All teaching staff for 5 hours per day for one week

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From the 2012 DOE Quality Review, “the school consistently engages the community in various ways to communicate high expectations for all students.”

From Learning Environment Survey, “Students who get good grades in my school are respected by other students – Strongly Agree = 8%”

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
 - Develop staff’s ability to prevent disciplinary problems and develop a positive collaborative classroom and school culture conducive to academic achievement with the outcome that 90% of the staff is trained in Cooperative Learning Strategies by June 2013 as evidenced by documentation of teacher participation in PD sessions.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity 1 – Establishing Rules & Procedures

Professional Development – 3-4 Workshops on establishing rules and procedures in the classroom

Target Populations: All Teaching staff as well as at-risk learners needing clear structures in the classroom

Responsible Staff Members: Turnaround for Children PD staff

Implementation Timeline: August 2012-January 2013

Activity 2 – Cooperative Learning Structures

Professional Development – 5-7 Workshops on developing cooperative learning structures in the classroom, Staff is trained in Cooperative Learning Strategies.

Collaborate with Turnaround for Children to ensure that 90% of the staff is trained in Cooperative Learning Strategies by June 2013. School leaders emphasize and reinforce Cooperative Learning Strategies in the classroom throughout the school year.

Target Populations: All teaching staff as well as at-risk learners needing SEL Support via social skills,

Responsible Staff Members: Turnaround for Children PD staff
Implementation Timeline: September 2012-April 2013

Activity 3 – Assessing Data, Adapting curriculum, Creating Academic and Behavior Intervention Plans

Professional Development: Assessing At-Risk Student Population using Anecdotal and Report Card Data, Grade teams show evidence of implementing RTI based intervention plans to address student behavior and discipline problems. “Behavior Intervention Team” process shows evidence of intervention plans to support the most at-risk learners. Grade teams develop school-wide advisory system that incorporates social emotional learning activities across the school. Grade teams engage in “Kid Talk” with RTI based plans for intervention. School leaders support at-risk learners at meetings for Behavior Intervention Team. 5% decrease in number of Level 3 or 4 incidents reported in OORS.

Target Populations: Students struggling Academically and Social Emotionally

Responsible Staff Members: Turnaround for Children PD staff and School Social Worker

Implementation Timeline: September 2012-June 2013

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Priority Schools

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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
- Title 3 funding for ELL students for After School and Saturday School support
- Priority Funding for additional Saturday School Teachers
- Title 1 Funding 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
- Saturday Prep Academy with Priority funding - 4-6 Content Area Teachers for 4 hours per week over 7 weeks
- Per session for Summer PD Institute using SINI funding - All teaching staff for 5 hours per day for one week

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From 2012 DOE Quality Review, "All school activities focus on informing families of the school's and the students' goals."

From 2012 Learning Environment Survey, "The school clearly communicates its expectations to me and my child. Strongly Agree 68%, Agree 30%"

In Winter of 2012, school documented 60% of families attending Family Conferences to pick up report cards with their child. School would like to increase this by 10% during the 2012-2013 school year.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- School will increase by 10% the number of parents attending Family Conferences from 2012 school year to 2013 school year.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 19 through 21 in this SCEP.
- Describe the research-based 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 – Sharing of Data and Goal Setting

Professional Development/Workshop - PA Meetings to discuss student data. SLT meetings to create Comprehensive Education Goals and an action plan with community support

Target Populations: Parents

Responsible Staff Members: Principal and Parent Coordinator with support of School Leadership Team

Implementation Timeline: Sept 2012 to June 2013

Activity 2 – Educating Families

Professional Development/Workshops: Parent Workshops on critical core subjects to get at-home support for learning, Regular phone calls regarding student

attendance by school and student performance by teachers

Target Populations: All Parents

Responsible Staff Members: Parent coordinator

Implementation Timeline: Once a month, September through June

Activity 3 - Family Conferences to discuss student progress using data,

Professional Development/Workshops/Other: Creating Report Cards with specific student performance information to show progress and struggles, Creating a plan to invite families to come in after conferences are over, Collecting Data on number of families attending, ARIS training to allow parents to examine data themselves.

Target Populations: All families

Responsible Staff Members: All advisors, SLT, Principal, Social Worker

Implementation Timeline: Every 6 weeks

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Priority Schools

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Resources

- Parent Coordinator
- Automated Phone System aligned to ATS attendance
- TeacherEase Online Grade Book for Report Cards

Budgeting

- Title 1 funding for Parent Coordinator
- Title 1 funding for Automated Phone System
- Title 1 & Priority School Parent Involvement Funding for Workshops
- SLT Funding to support Parent Involvement

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Reading Program for decoding	One to One, Small Group	School Day & Extended Day
	Great Leaps for phonemic awareness	One to One, Small Group	School Day & Extended Day
	Extended Day program or Saturday Academy for reading comprehension strategies.	Small Group and Tutoring	After School and Saturdays
	Differentiated Groups	Small Group	School Day
Mathematics	TAI for Computation	One to One, Small Group	School Day & Extended Day
	Excel for Computation	One to One, Small Group	School Day & Extended Day
	Extended Day for conceptual math support	Small Group and Tutoring	After School and Saturdays
	In class small group instruction for Conceptual Math, if they need more support with math attack strategies.	Small Group	School Day
Science	Extended Day program & Saturday Academy, if they need more support with science concepts.	Small Group and Tutoring	After School and Saturdays
	Differentiated Small Groups – using Common Core Standards Reading & Writing for Information.	Small Group	School Day

Social Studies	<p>Extended Day program & Saturday Academy, if they need more support with social studies concepts.</p> <p>Differentiated Small Groups – using Common Core Standards Reading & Writing for Information.</p>	<p>Small Group and Tutoring</p> <p>Small Group</p>	<p>After School and Saturdays</p> <p>School Day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>At Risk Group Counseling</p> <p>At Risk Individual Counseling</p> <p>Mandated Group Counseling</p> <p>Mandated One-to-One Counseling</p> <p>Advisory Support Sessions</p>	<p>Group</p> <p>One-to-One</p> <p>Group</p> <p>One-to-One</p> <p>Group</p>	<p>School Day</p> <p>School Day</p> <p>School Day</p> <p>School Day</p> <p>School Day & Extended Day</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- **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 Teachers are 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.**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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: _____

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

ELL Program Breakdown														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. [?](#)

	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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Once an ELL student is referred, the team identifies the student’s need for academic support and they determine the ESL strategies needed to help the student maintain a level of success in the classroom. The ELL Specialist collaborates with the classroom teacher in the implementation of these strategies. These strategies are evaluated by the team after 30 days, based on the goals set for the student. If there is continual progress, the strategies are continued, and student progress is monitored. Ongoing assessments and evaluations are used in 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.

Courses Taught in Languages Other than English ⓘ

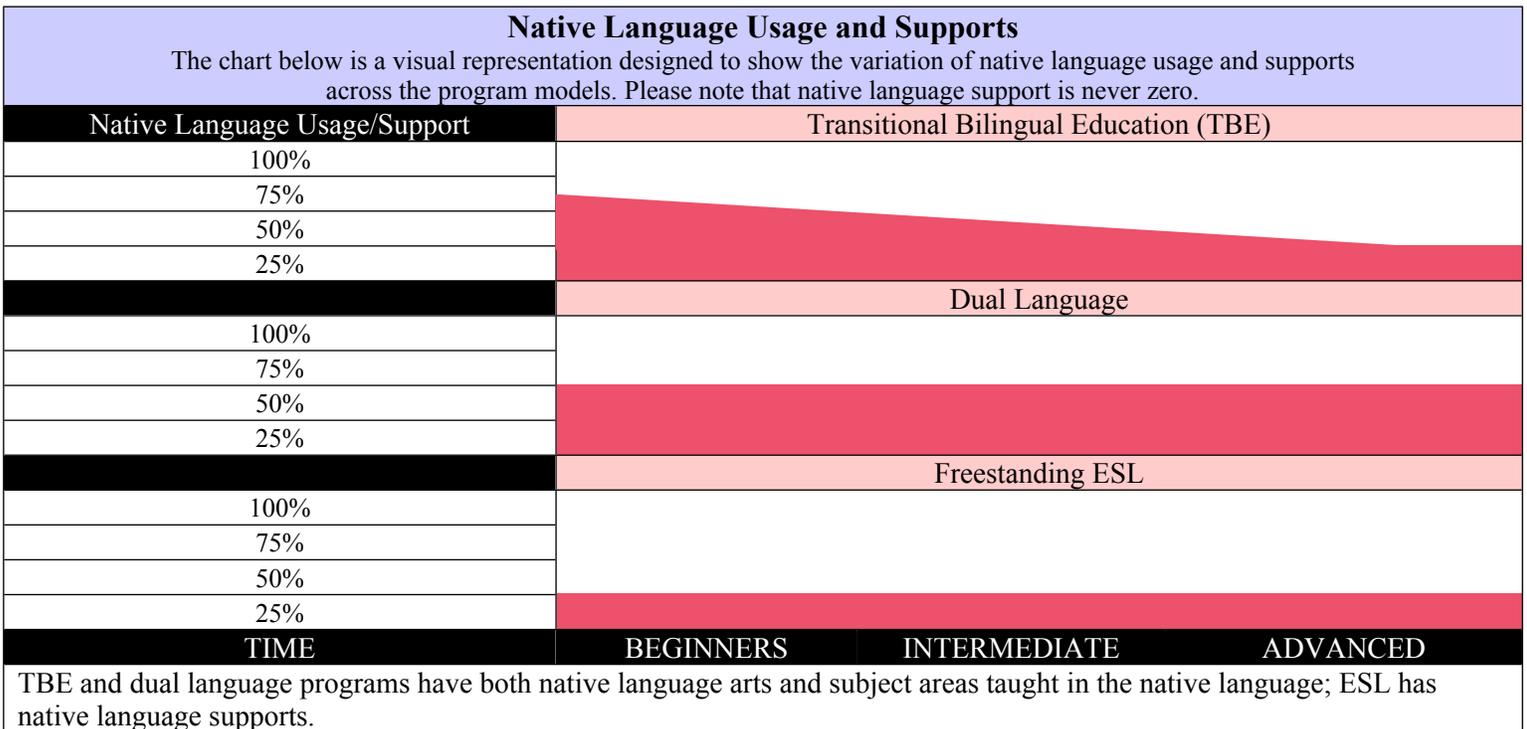
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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)?

Paste response to questions 1-5 here

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 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
Beginner(B)							1	4	4					9
Intermediate(I)							1	4	4					9
Advanced (A)							1	1	1					3
Total	0	0	0	0	0	0	3	9	9	0	0	0	0	21

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				

NYSESLAT Modality Analysis

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

New York State Regents Exam

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

Native Language Tests

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

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, 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 proficiency in each of the content areas. Through the use of ARIS, Item Analysis, the RNMR, ELL Interim Assessment and specific strategies and evaluations gathered from the 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 will allow for differentiation of instruction and data analysis.

The 2011 NYS ELA and the ELA simulation administered to the students shows the gap between the ELLs and monolingual students more clearly defined. These results reinforce the need for a greater focus on the development of students' academic language and the integration of adapted content area materials. As outlined in this policy, these methods will scaffold content area skills and concepts for our ELL population.

It is our observation that low NYSESLAT writing scores is the primary factor preventing students from reaching the proficiency level. We are addressing this with an increased emphasis on writing and writing mechanics to expand and reinforce English proficiency skills and literacy. Students generally test at proficient in speaking after two or three years, at proficient in listening after two or three years, but they take longer to test at proficient in reading and writing. Instruction is based more on oral language (speaking and listening) at the beginning levels of second language acquisition and transitions to literacy (reading and writing) at the intermediate and advanced levels.

We have examined the results of the interim assessments in reading and math, and these show that the intermediate and advanced students generally perform at, or approaching grade level in mathematics. Most beginners and some intermediate students are behind their peers in mathematics. On the interim reading assessment the gap between the ELLs and monolingual students is more clearly defined, although there are similar trends. These results reinforce the need for a greater focus on the development of students' academic language and integration of adapted content area materials. These methods will scaffold content area skills and concepts for our English Language Learners, especially as the content area knowledge becomes more challenging.

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: <u>Fannie Lou Hamer Middle School</u>		School DBN: <u>12X286</u>	
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
Stephen Walton	Assistant Principal		12/1/11
Raul Rodriguez	Parent Coordinator		12/01/11

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)
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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Fannie Lou Hamer Middle School	DBN: 12X286
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):			
<input type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school	<input type="checkbox"/> Saturday academy	<input type="checkbox"/> Other:
Total # of ELLs to be served: 40			
Grades to be served by this program (check all that apply):			
<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11
<input type="checkbox"/> 12			
Total # of teachers in this program: 6			
# of certified ESL/Bilingual teachers: 3			
# of content area teachers: 3			

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our Title III supplemental program for ELLs consists of an afterschool program every Weds and Thurs for the school year. This program will include preparation for the NYS ELA, Math and Science exams as well as the NYSESLAT assessment. We will service all ELLs after our Extended Day program. This will occur between 4 and 5PM. During this time, ELLs will be divided into groups by grade level and spend time on basic information skills as well as academic language skills as they relate to the Common Core. Students will also spend time on Math skills in TBE and DL programs. Included in this specialized program are Headsprouts, Reading A-Z, RAZ Kids and IXL. This program will serve the 10 beginning ELL students in our school (25%) of our ELL population and the most at-risk.

Teachers Participating: Jackie Tenaglia (QTEL trained ELA teacher), Jonathan Fernandez (Bilingual Common Branch Teacher), Emanuel Anzules (ESL Teacher), Victoria Wheeler (ESL Teacher)

Our Title III supplemental program for ELL's also includes intensive Saturday Academy instruction beginning in February. Teachers will use Interim Assessments to diagnose targeted intervention areas for literacy and math. Teachers will deliver this targeted intervention on Saturday's from 9-12 from February through June. From February to April, instruction will focus on skills needed for the ELA and Math exams. In May and June, instruction will focus on skills and academic language needed for the Science exam. Throughout, support will be given for the reading, writing, listening and speaking parts of the the NYSESLAT. Resources will include: Continental Empire State NYSESLAT, Coach Common Core Coach for ELA, Math and Science as well as IXL. Leveled Books for ELL learners from Lee & Low. This program will serve all 40 ELL students at the school (pending parent permission).

Teachers Participating: Jackie Tenaglia (QTEL trained ELA teacher), Jonathan Fernandez (Bilingual Common Branch Teacher), Emanuel Anzules (ESL Teacher), Victoria Wheeler (ESL Teacher), Tina Moran (Common Branch Teacher with Math & Spanish background), Sylwia Wdowiak (Special Educator w/TESOL background)

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here: ESL teachers participate in common planning with ELA, Science and Social Studies teachers to expose them to the techniques necessary for ESL students to make progress across the curriculum. Weekly meetings focus on the implementation of ESL strategies within the context of Common Core Unit Plans. In addition, the Leadership Team develops a school-wide response plan to the needs of ELL students that connects general professional development in Cooperative Learning by Turnaround for Children to the needs of ELL's. AUSSIE and Teaching Matter coaches will support the implementation of Collaboration and Communication standards in the classroom to support the development of English Language learning across the curriculum.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In addition to a bilingual parent coordinator, FLHMS continues to employ several bilingual staff to support families with translation as well as to educate families about the scope of our educational program for students. FLHMS begins the year with orientations targeted to families of ELL's. During the school year, each curriculum team will be providing workshops to support ELL families with an understanding of the Common Core Standards and how families can support their children at home. Parent Workshop Topics to be covered:

November: ELA Scores: Why is my child still at Level 2 and what can I do about it? - ELA Team

January: The Common Core Standards in Science and Social Studies - Science & Social Studies Team

March: Math Practices - how has math changed and how you can help - Math Team

Each session will be 2 hours. Teachers will be paid per session for their work.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	5800	116 per session hours for ESL and

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		General Education teachers to support ELLs in After School and Saturday Academy (@ 49.89)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	5400	Headsprouts Software
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11200	