



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: FANNIE LOU HAMER MIDDLE SCHOOL

DBN (i.e. 01M001): 12X286

Principal: LORRAINE CHANON

Principal Email: LCHANON@SCHOOLS.NYC.GOV

Superintendent: MYRNA RODRIGUEZ

Network Leader: JORGE IZQUIERDO

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lorraine Chanon	*Principal or Designee	
Emanuel Anzules	*UFT Chapter Leader or Designee	
Keisha Baez	*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>)	
Denise Montes	CBO Representative, if applicable	
Theresa Locus	Member/ Elected Parent	
Jasmine Camacho	Member/ Elected Parent	
Valencia Jones	Member/ Elected Parent	
Gina Rowe	Member/ Elected UFT	
Abbey Wilson	Member/ Elected UFT	
Sandra Ruiz	Member/ Elected Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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
- 1. 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
x	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 12X286

School Configuration (2013-14)

Grade Configuration	06,07,08,SE	Total Enrollment	251	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.7%	% Attendance Rate			90.8%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	15.7%	% Students with Disabilities			23.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			30.9%
% Hispanic or Latino	67.5%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	0.4%	% Multi-Racial			0.4%
Personnel (2012-13)					
Years Principal Assigned to School	7.15	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	9.5%	% Teaching Out of Certification			14.3%
% Teaching with Fewer Than 3 Years of Experience	28.6%	Average Teacher Absences			3.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	5.0%	Mathematics Performance at levels 3 & 4			7.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			16.5%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<p>"School purposefully aligns all curricula, across grade levels and subject areas against Common Core English Language Arts standards, which ensures rigorous thinking for all students, including English language learners and students with disabilities." From Alt.QR 12-13. This strength is directly aligned to the SCEP Goal 2 of "continuing to build teacher teams' capacity to align units of study with the Common Core Learning Standards" and Goal 3, "in ELA, Science and Social Studies, students will demonstrate the ability to read closely to determine what the text says explicitly."</p> <p>"The school administration has restructured staff and student time and introduced partnerships so that all instruction is aligned to the Common Core Learning Standards, resulting in an increase in student engagement and rigor." From Alt. QR 12-13. This result aligned to Goal 4 of 'developing a positive collaborative classroom and school culture conducive to academic achievement."</p> <p>"School leaders provide teachers with specific, targeted feedback and support, through regular observation and coaching aligned with Danielson's Teaching Framework, to promote professional growth and further the school's instructional goals." From Alt. QR 12-13. This strength based on the DQR aligns directly to school SCEP goal of "visiting classrooms 3-5 times during the year and giving feedback"</p>			
Describe the areas for improvement in your school's 12-13 SCEP.			
<p>"Continue to enhance instructional practices to allow students to take more ownership over their discussions, respond to each other, and generate their own questions, in order to deepen understanding and engagement, and increase higher-level thinking." From Alt. QR 12-13.</p> <p>"Expand assessment strategies to include more varied student self-assessment practices, so that all students can take more ownership over their learning progress and understand their next steps for mastery." From Alt QR 12-13.</p> <p>"Create more purposeful processes to evaluate the effectiveness of teacher team work and professional development practices to determine the impact it has on student mastery of the Common Core Learning Standards." From Alt QR 12-13.</p>			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
<p>In order to "determine the impact on student mastery of CCLS", the school spent a lot of time developing in-house assessments of the CCLS since there were none available for the standards assessed. Creating an effective assessment was difficult, time-consuming and not always accurate. This year we are grateful to the NYC Performance Assessments for relieving us of this task. In addition, while we were able to implement the school-wide Cooperative Learning Strategies and Learning Targets (aka Student Centered Learning and Assessment), we found that in the first year it was difficult to add rigor to these strategies while teachers were just learning them. Thus the small group discussions and the Learning Targets themselves were erratic in their depth and alignment to CCLS.</p>			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
<p>Overall, Goals 1-4 of the SCEP were successfully implemented as evidenced by the feedback of the DQR feedback. There are areas to work on that will be included in the new SCEP. In addition, the goal of 10% increase in parent attendance at Report Card conferences was also met.</p>			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
<p>Our largest barrier to developing our new SCEP is the lack of data from the State drilling down exactly which questions students struggled with on the Math and ELA exam for our Student Performance goal. So we chose, instead, our local MOSL assessments for our teacher teams to analyze data and adjust curriculum and lessons to support student learning.</p>			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<p>By June, 85% of students will go up one level in at least 50% of the CCLS traits of the NYC Performance Assessment for each subject area (ELA, Science and Social Studies. 85% of students will go up at least one grade level on the Scantron for Math.</p>			
Describe how the school leader(s) will communicate with school staff and the community.			

School Leadership Team will meet to discuss CEP goals. Grade Team representatives will discuss goals with their grade teams and get feedback. Principal will meet with Parent Association for feedback as well. Goals will be revised according to feedback. School Leadership Team will meet to finalize goals. Goals will be shared at Vertical Team meetings and CCLS curriculum aligned accordingly with planning for implementation. Goals will be shared with Attendance Committee with planning for implementation. Goals will be shared with Parent Association with planning for implementation.

Describe your theory of action at the core of your school's SCEP.

Our Theory of Action is that our school must use the critical feedback given in our Developing Quality Review (Alt. QR) to develop our school-wide vision and goals.

Describe the strategy for executing your theory of action in your school's SCEP.

Through the work of our SLT, our staff, parents and community partners work collaboratively to think through what the feedback means and use it to extend the work of the school. In addition, the SLT will continue to get feedback from the constituents of the staff to refine the goals, strategies and targets that are part of the plan.

List the key elements and other unique characteristics of your school's SCEP.

We are very grateful to the members of the DQR (Alt. QR) who were able to see the vision of the school's professional development from the prior year and artfully craft feedback that will help us continue extending the work of 12:13 into 13-14. Thus the feedback accurately captures what we tried to achieve with the professional development support of Turnaround for Children in Goals 2 and 3. In addition, we are grateful to the State and City for their foresight with the local MoSL's and their connection to the Common Core. The MoSL's are a formative and summative assessment that pushes the critical thinking of students in CCLS and subject area knowledge. Thus, we have a strong basis for tracking student performance in the Common Core because of ADVANCE and this is unique to the 2013-14 school year.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Goal 1 – Because of the work the school did in 12-13 with the Common Core standards as stated in the DQR, pg. 2, "The school purposefully aligns all curricula, across grade levels and subject areas, to key Common Core Learning Standards, which ensures rigorous thinking for all students, including English language learners and students with disabilities," we believe we are in a solid place to use the CCLS based MOSL in our vertical teams to develop student performance in this area.

Goal 2 – Because of the work the school has been doing with Turnaround for Children in professional development as documented in the DQR, pg. 3, "the school has prioritized partnerships that offer regular professional development and coaching for teachers to support the school's instructional goals. For example, Turnaround for Children delivers weekly professional development to teachers on ...learning targets," we believe that we will be able to continue this work successfully to continue to deliver effective professional development to the staff.

Goal 3 – Because of the work the school has been doing with Turnaround for Children on cooperative learning structures as documented in the DQR, pg. 3, "Turnaround for Children delivers weekly professional development to teachers on ...cooperative learning structures...As a result, student engagement has increased..." we believe that we will be able to continue this work successfully and be able to enhance these structures with academic language and critical thinking protocols.

Goal 4 - While our 2013 DQR did not look at Social Emotional Learning, our 2012 QR did find the school proficient in integrating, "...child/youth development, guidance/advisement support services and partnerships with families and outside organizations with school-wide goals to accelerate the academic and personal growth of students." With attendance in mind, we believe we will be able to continue to do this work effectively.

Goal 5 – In our 2013 Learning Environment Survey, 19% of our parents rated us 9.0 out of 10.0 in communication. Based on this, we believe with extra effort by our Parent Association and our Parent Coordinator we can encourage more families to give feedback on the LES in the upcoming year.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Create more purposeful processes to evaluate the effectiveness of teacher team work and professional development practices to determine the impact it has on student mastery of the Common Core Learning Standards. (QRI 5.1 = Tenet 2)

Review Type:	Alt. DQR	Year:	12-13	Page Number:	5	HEDI Rating:	E
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

	2.2 School leader’s vision	x	2.3 Systems and structures for school development
x	2.4 School leader’s use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Using the data from the Fall MoSL baselines and a January Mid-Term, teacher teams will analyze student performance in February and then support students in the following student performance goal for June: 85% of students will go up one level in at least 50% of the CCLS traits of the NYC Performance Assessment for each subject area (ELA, Science and Social Studies. 85% of students will go up at least one grade level on the Scantron for Math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Systems and Structures for School Development – School Leadership Team and the Principal develop and share the vision of aligned assessments throughout the school. Vertical Teams carry out a pre, mid and post-assessment. Vertical Teams collect and analyze data and share their instructional practices. Vertical Team Leaders bring their data analysis and instructional practices to Leadership Team meeting to share out and develop full school practices.
2. Use of Resources for Student Mastery – during Expanded Learning Time, Extended Day, After School and other Student Support programs, students participate in Saturday Academy (January to June) or Summer School program (July and August)
3. Special Education Teacher Team – supports needs of SWD students by collecting and analyzing data and bringing issues to Leadership Team. SE team also supports adjustments of IEPs for SWD learners based on data.
4. ELL Teacher Team – Supports ELL students and Immigrant families. Team implements Afterschool program using Title 3 funds. Team develops and implements best ELL practices and shares these on their Grade Teams. Team analyzes MoSL data to develop CCLS based curriculum for ELL’s.
5. Use of Resources for AIS Support – School uses technology to support Level 1 students in ELA and Math
6. Parent Trainings– school holds workshops for families

2. Key personnel and other resources used to implement each strategy/activity

1. Leadership Team with Principal
2. Assistant Principal and teachers
3. Special Educators
4. ESL and Bilingual Teachers
5. Teacher Technology Leaders
6. Teachers and Parent Coordinator

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Each Vertical Teacher Team will collect and analyze MOSL data and identify 3-5 student performance trends in October and February, then implement 3-5 strategies to remedy those issues as part of curriculum and teaching. Vertical Team Representatives will document these trends and strategies and bring them to Leadership for discussion.
2. School will organize Advisory, Saturday School and Summer School to support AIS students. School will organize ELL afterschool for ELL students.
3. Special Education Teacher Team will Team will collect and analyze SWD data to document and create curriculum to support SWD needs and report to Leadership

Team once a month.

4. ELL Teacher Team will organize ELL afterschool. Team will collect and analyze ELL data to document and create curriculum to support ELL needs and report to Leadership Team once a month.
5. School will purchase technology to support AIS students such as RAZ Kids (for Reading), Science A-Z (for bilingual Science materials), and IXL (for math skills)
6. School will hold parent trainings in Common Core Math, ELA, Science and Social Studies four times per year for GE,ELL and SWD students, and targeted ELL workshops three times per year.

4. Timeline for implementation and completion including start and end dates

2. Monthly between August 2013 through August 2014
3. Weekly between January to June and Daily in July and August
4. Monthly between August 2013 to June 2014
5. Monthly between September 2013 to June 2014
6. Daily between September 2013 to June 2014
7. Monthly plus special workshops between September 2013 to June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Monthly meetings for two hours of per session. MOSL assessment for 3-5 hours three times a year of per session time.
2. Saturday School - 6 teachers work 4 hours for 25 sessions for per session from January to June. Summer School - 6 teachers work 4 hours, 4 days per week for 5 weeks.
3. 5 hours per month for 3 teachers.
4. 2 hours a month for 3 teachers.
5. Software purchasing
6. 2 hours of Teacher Per Session, 3 teachers per workshop, 3-6 workshops per year

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA	x	Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Fair Student Funding, Contract for Excellence											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to enhance instructional practices to allow students to take more ownership over their discussions, respond to each other, and generate their own questions, in order to deepen understanding and engagement, and increase higher-level thinking. (QR 1.2 = Tenet 3)

Review Type:	DQR	Year:	12-13	Page Number:	4	HEDI Rating:	E
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

95% of teaching staff will develop and implement at least one lesson plan that incorporates a student-led cooperative learning structure for Questioning and Discussion (CLS) that combines academic language with critical thinking skills and submit that lesson plan as an ADVANCE artifact by April 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Strategy 1 – Teacher Collaboration - Leadership Team with Vertical Teacher Team representatives develop a cooperative learning structure that combines academic language with critical thinking skills for questioning and discussion. Cooperative Learning Structures promote student collaboration for Positive Behavior Management in the classroom.
2. Strategy 2 – Enacting Curriculum - All teachers will participate in professional development with Turnaround for Children to enhance instructional practices to implement this Cooperative Learning Structure in the classroom.
3. Strategy 3 – Teacher Collaboration - On Vertical Teacher Teams, TFC, AUSSIE and Teaching Matters coach support team with developing lesson plans and scaffolds to implement Cooperative Learning Structure in the classroom.
4. Strategy 4 – Enacting Curriculum - ELA and Science teachers receive in-class support with Cooperative Learning Structure from Teaching Matters, Math team receives support from TFC coach and Social Studies teachers receive in-class support from AUSSIE to shift teaching practices.
5. Strategy 5 – Units and Lesson Plans - TFC coach and Leadership Team develop a CLS Lesson Plan template for teachers to input their CLS lesson plan and submit into ATLAS as ADVANCE artifact.

B. Key personnel and other resources used to implement each strategy/activity

1. Strategy 1 – Leadership Team, Vertical Teacher Teams, Turnaround for Children
2. Strategy 2 – All teachers and TFC coach
3. Strategy 3 – Vertical Teams, TFC, AUSSIE, Teaching Matters coach, Principal
4. Strategy 4 – All teachers and coaches, Principal
5. Strategy 5 – TFC coach and Leadership team, plus all teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Strategy 1 - Leadership Team develops a cooperative learning structure with Common Core Leadership Representatives from each Vertical Team that combines academic language with critical thinking skills.
2. Strategy 2 - All teachers will participate in professional development with Turnaround for Children to implement this Cooperative Learning Structure in the classroom.
3. Strategy 3 – On Vertical Teams, TFC, AUSSIE and Teaching Matters coach support team with developing lesson plans and scaffolds to implement Cooperative Learning Structure in the classroom. Coaches debrief with Principal daily
4. Strategy 4 - ELA and Science teachers receive in-class support with Cooperative Learning Structure from Teaching Matters, Math team receives support from TFC coach and Social Studies teachers receive in-class support from AUSSIE to shift teaching practices. Coaches debrief daily with Principal.
5. Strategy 5 – TFC coach and Leadership Team develop a CLS Lesson Plan template for teachers to input their CLS lesson plan and submit into ATLAS as ADVANCE artifact.

D. Timeline for implementation and completion including start and end dates

6. Strategy 1 – Leadership Team meets in December to develop structure. Structure finalized in January.
7. Strategy 2 – TFC does a PD in January and February.
8. Strategy 3 – Vertical Teams meet December, January and February to discuss and implement CLS strategy.
9. Strategy 4 – Coaches visit classroom and support January through March.
10. Strategy 5 – Leadership Team discusses Lesson Plan template December through February and finalizes template in March and teachers fill in template in March

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Leadership Team (7 – 10 members) with Common Core Reps from each of four subject area teams meets one time per month with a representative from TFC for at least one and a half hours of per session.
2. All teachers (approx. 20) meet with TFC for PD every Monday for at least one hour of per session.
3. TFC coach in building 2x per week, AUSSIE in building 1x per week, Teaching Matters in building 2x per month.
4. TFC coach in building 2x per week, AUSSIE in building 1x per week, Teaching Matters in building 2x per month.
5. Leadership Team (7 – 10 members) with Common Core Reps from each of four subject area teams meets one time per month with a representative from TFC for at

least one and a half hours of per session. Teachers input data each month (10) into ATLAS for two hours of per session time per month.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Fair Student Funding										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).				
Expand assessment strategies to include more varied student self-assessment practices, so that all students can take more ownership over their learning progress and understand their next steps for mastery. (QRI 2.2 = Tenet 4)				
Review Type:	Alt. DQR	Year:	12-13	Page Number: 4
				HEDI Rating: E

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
90% of the teaching staff will be trained in how to implement Student Centered Learning Assessments in daily lesson plans between January and June 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Strategy 1 – Instructional Practices and Strategies - All teachers will participate in professional development with Turnaround for Children to implement Student Centered Learning and Assessment strategy in the classroom over 8 sessions. Strategy 2 – Comprehensive Plans for Teaching - On Vertical Teams, TFC, AUSSIE and Teaching Matters coach support team with implementing SCLA in the classroom according to subject area. Strategy 3 – Instructional Practices and Strategies - ELA and Science teachers receive in-class support with SCLA from Teaching Matters, Math team receives support from TFC coach and Social Studies teachers receive in-class support from AUSSIE to implement SCLA. Strategy 4 – Comprehensive Plans for Teaching - TFC coach and Leadership Team develop a SCLA Lesson Plan template for teachers to pilot an SCLA lesson plan for following year.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Strategy 1 – All teachers, plus Turnaround for Children coach. Strategy 2 – Vertical Teams, TFC, AUSSIE and Teaching Matters coaches, Principal Strategy 3 - All subject area teachers plus coaches. Strategy 4 – TFC coach and Common Core Leadership Team.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Strategy 1 – All teachers are trained in SCLA by March, Principal makes informal observations of Instructional Practice throughout training.

2. Strategy 2 – Vertical Teacher Teams meet bi-weekly to implement SCLA and create Formative Assessment “Look-fors” in Subject Areas.
3. Strategy 3 – Coaches visit classroom and support with Formative Assessment “Look-Fors” December through June. Coaches provide feedback to Principal.
4. Strategy 4 – Leadership Team discusses Lesson Plan template December through June to monitor implementation and formally reflects implementation in June for following year.
D. Timeline for implementation and completion including start and end dates
1. Strategy 1 – Begins in December and finishes in March.
2. Strategy 2 – Vertical Teams bi-weekly to implement SCLA from December to June.
3. Strategy 3 – Coaches visit classroom and support December through June.
4. Strategy 4 – Leadership Team discusses Lesson Plan template December through June and does assessment in June.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Strategy 1 – All teachers (approx. 20) meet with TFC for PD every Monday for at least one hour of per session.
2. Strategy 2 - TFC coach in building 2x per week, AUSSIE in building 1x per week, Teaching Matters in building 2x per month.
3. Strategy 3 - TFC coach in building 2x per week, AUSSIE in building 1x per week, Teaching Matters in building 2x per month.
4. Strategy 4 – Leadership Team (7 – 10 members) with Common Core Reps from each of four subject area teams meets one time per month with a representative from TFC for at least one and a half hours of per session.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Fair Student Funding											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Attendance Data for 2011-12 Progress Report – 90.7%, 2012-13 Progress Report – 90.4% - drop of .3% overall			
Review Type:	Progress Report	Year:	12-13
Page Number:	7	HEDI Rating:	n/a

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) 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	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
To improve overall attendance percentages by targeting students with 85% to 90% attendance and improving their attendance by 3-5% between September 2013 and June 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Use of Data and Student Needs - The attendance committee will be targeting students with attendance between 85-90% and will try to get these students to increase their attendance by 3-5%. There are a total of 28 students that fall into this category. The 28 students will be divided among the attendance committee members. Each member will meet with 5-6 students and track their attendance every 14 days. Each student has an attendance goal chart to keep track of their attendance. The attendance committee will also track and monitor students who have 100% attendance and post their names monthly.
2. Systems and Partnerships – Working with Children’s Aid Society, the Attendance committee will outreach to families and students about the implications of poor attendance on student performance. Students who attend school for the 14 tracked days will receive an awards breakfast for the student and their family. The “Breakfast” will also be an Attendance Workshop for Families and Students. These Workshops will be held three times during the year.
3. Use of Data and Student Needs - The attendance committee will be holding weekly meetings to update other members on student attendance and continue to think of strategies for improving student attendance across the school.

B. Key personnel and other resources used to implement each strategy/activity

1. School Social Worker, Parent Coordinator, Principal, Children’s Aid Society, Advisors
2. School Social Worker, Parent Coordinator, Principal, Children’s Aid Society,
3. School Social Worker, Parent Coordinator, Principal, Children’s Aid Society,

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6. Attendance committee collects data on 85-90% attendance students by October 31st, February 1st, and April 1st for each initiative.
7. Breakfast Workshops will be held one week after each fourteen day initiative. .
8. Attendance committee will meet every Tuesday afternoon to review Attendance Data for at-risk group and others.

D. Timeline for implementation and completion including start and end dates

1. September - October 2013 – Tracking attendance, October-November – Identifying 85-90% students, November –outreach and follow-up of students and parents by Attendance Committee members,
2. November-December – 1st initiative for at-risk group, Feb-March – 2nd initiative at-risk group, May – 3rd initiative at-risk group,
3. September to June 2014 - Attendance Committee will meet weekly.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Non-contractual services of Children’s Aid Society
2. Non-contractual services of Children’s Aid Society, PF Parent Engagement
3. Non-contractual services of Children’s Aid Society

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	Tax Levy	x	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
		x	
PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

19% (45) Parents submitted Learning Environment Survey in 2013.

Review Type: School Survey	Year: 12-13	Page Number: 1-2	HEDI Rating: n/a
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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.			
	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 For the April 2014 Learning Environment Survey, school will increase number of parents submitting the LES survey from 19% (45) parents to at least 36% (approximately 90 parents).

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Strategy 1 – Use of Data and Families - Principal, Assistant Principal and Parent Coordinator will give a workshop to PA Leadership on data collected from the 2013 Learning Environment Survey data
2. Strategy 2 – Reciprocal Communication - PA Leadership will give mini-workshops to targeted parents on LES data supported by Parent Coordinator
3. Strategy 3 – Reciprocal Communication - PA Leadership and families will collect feedback on what the school does well on and what the school needs to work on, data presented to March SLT.
4. Strategy 4 – Welcoming Environment - PA Leadership and families will discuss data of Learning Environment Surveys at events such as Parent Workshops, Spring Family Conferences and the International Dinner.
5. Strategy 5 – Reciprocal Communication - Learning Environment Survey will be handed out, mailed to all families. Teacher-Advisors will call homes.

B. Key personnel and other resources used to implement each strategy/activity

1. Strategy 1 - Principal, Assistant Principal, Parent Coordinator, PA Leadership
2. Strategy 2 – PA Leadership, Parent Coordinator
3. Strategy 3 – PA Leadership, Parent Coordinator
4. Strategy 4 - PA Leadership, Parent Coordinator
5. Strategy 5 – Parent Coordinator and Assistant Principal, Teacher-Advisors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6. Strategy 1 - Principal and Parent Coordinator meet with PA Leadership in December to discuss plan. Date set with PA Leadership to convene workshop. Principal, AP and Parent Coordinator organizes workshop materials. Workshop given in January on Learning Environment Survey.
7. Strategy 2 – Parent Coordinator and AP train PA Leadership in February, PA Leadership gives 3 mini-workshops to targeted parents on LES data supported by Parent Coordinator in March
8. Strategy 3 – Throughout March, PA Leadership and families will collect feedback on what the school does well on and what the school needs to work on through one-on-one workshops and phone calls.
9. Strategy 4 – PA Leadership and families will discuss Learning Environment Surveys at events
10. Strategy 5 – Learning Environment Survey distributed to all families

D. Timeline for implementation and completion including start and end dates

1. Strategy 1 – December to February
2. Strategy 2 – February to March
3. Strategy 3 – February to March
4. Strategy 4 – February Family Conferences, March CCLS Workshops, March International Dinner, Saturday Workshops
5. Strategy 5 – March and April backpacking and mailings, phone calls

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

11. Strategy 1 – Workshop materials and supplies.
12. Strategy 2 – Workshop materials and supplies
13. Strategy 3 – no funding required
14. Strategy 4 – Event funding
1. Strategy 5 – Postage, per session for family outreach

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

1. School will structure its program to allow teachers to see students for one hour a week in advisories of no more than 17 students between September and June for a total of 36 hours for the school year.
2. School will build a Saturday Academy mandatory for AIS students for four hours per session between January and June for a total of 100 hours for the school year.
3. School will build a Summer Enrichment program mandatory for AIS students for a total of 64 hours for July and August.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

1. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Strategy 1 – Advisory Time – Advisory is a 30 minute block where a small group of students meet with one teacher two times a week that integrates academics, enrichment and skill development through hands-on learning experiences.
2. Strategy 2 – Saturday Academy – students will attend Saturday Academy for academic and enrichment activities. Teachers will use a combination of on-line activities and project based learning to increase engagement.
3. Strategy 3 – Summer Enrichment program – students will attend a summer program for academic and enrichment activities. Teachers will use CCLS aligned project based learning across the curriculum to increase engagement.

2. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Strategy 1 – Advisory Time – all teaching staff
2. Strategy 2 – Saturday Academy – teaching staff plus AP
3. Strategy 3 – Summer Enrichment – teaching staff plus AP

3. Identify the target population to be served by the ELT program.

1. All students will be placed in an advisory of 15 students to one staff member. ELL students will be placed with ESL teachers or Bilingual teacher. At-risk SWD students will be placed with SE teachers. At-risk students will have intervention contracts with their Advisor
2. All AIS students are mandatory, all other students are welcome also.
3. All AIS students are mandatory, all other students are welcome also

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	x	Tax Levy		Title I SWP		Title I TA		Title I PF	x	C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

6. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

7. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

6. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and

emotional growth.				
<p>1. Strategy 1 – During Advisory Time, all students will be placed in an advisory of 15 students to one staff member. This advisory will meet every Wednesday and Thursday for 30 minutes. This advisor will be the bridge between home and school. Advisory time will consist of community building activities, academic and SEL goal-setting as well as on-line activities. Advisory integrates academics, enrichment and skill development through hands-on learning experiences. Students engage in community building activities that address the interests of all students with cooperative learning games that ensure that all students participate as equals. Students also get small group tutoring time to work on vocabulary, foreign language, math skills and reading skills all on-line with interactive programs that students enjoy and learn from. All these programs are tailored to student levels and student interests. This advisor will be the bridge between home and school. Advisory time will consist of community building activities, academic and SEL goal-setting as well as on-line activities.</p> <p>2. During Saturday Academy, the program will focus on Common Core Learning Standards across the curriculum. The program will stress Reading for Information and Writing for Argument using short passages of non-fiction in all subject areas. In Math, students will be exposed to the CCLS of their grade as well as developing CCLS Math Practices. Students will have pre and post assessments to determine their levels. In addition, students will have the opportunity to participate in art classes and enrichment activities like basketball, track and/or step classes. Teachers will use a combination of on-line activities and project based learning to increase engagement.</p> <p>3. Strategy 3 – Summer Enrichment program will occur in July and August focusing especially on the needs of AIS students in an engaging curriculum that combines investigative projects as well as skill development. Curriculum will be based on critical Common Core Standards of the subject. All teachers will use UBD model to plan backwards to maximize learning time. In addition, all classes will incorporate Cooperative Learning Structures to engage students and build community in the classroom. Students will also participate in one physical education activity during the day.</p>				
7. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.				
<p>1. Advisory allows students to get to know one staff member well. That staff member interfaces with the family. The small advisory of 15 becomes a “family” group that supports one another in the school.</p> <p>2. Saturday School is a more relaxed environment for AIS students to get tutoring from a teacher at their pace.</p> <p>3. Summer School Enrichment is a focused summer program that goes deeply into subjects for AIS students yet is an intimate and safe air conditioned environment.</p>				
8. Describe how the ELT program will address the unique learning needs and interests of all students.				
<p>1. Advisory addresses the unique needs and interests of student by allowing being a “family” group that supports each individual learner and helping students to get to know one another in the school.</p> <p>2. Saturday School is a more relaxed environment for AIS students to get tutoring from a teacher at their pace.</p> <p>3. Summer School Enrichment is a focused summer program that goes deeply into subjects for AIS students using project based learning.</p>				
9. Are the additional hours mandatory or voluntary?	x	Mandatory	x	Voluntary
10. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students’ receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.				
<p>1. Advisory is mandatory for all students.</p> <p>2. Saturday Academy is mandatory for all AIS students and voluntary for all others.</p> <p>3. Summer Enrichment is mandatory for all AIS students and voluntary for all others.</p>				
11. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
<p>1. All students will be placed in an advisory of 15 students to one staff member. ELL students will be placed with ESL teachers or Bilingual teacher. At-risk SWD students will be placed with SE teachers. At-risk students will have intervention contracts with their Advisor</p> <p>2. All AIS students are mandatory, all other students are welcome also.</p> <p>3. All AIS students are mandatory, all other students are welcome also</p>				
12. Are you using an ELT provider procured using the MTAC process?		Yes	x	No
13. Describe how you are evaluating the impact of the ELT program on student achievement.				
<p>1. Strategy 1 – Advisory – student completion of grade level portfolio</p> <p>2. Strategy 2 – Pre and post-assessments for all subjects to determine progress.</p> <p>3. Strategy 3 – Summer Enrichment – Pre and post assessments in all subjects to determine progress</p>				

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Mimio Early Reader Program Mimio or RAZ Kids Reading Comprehension Program Extended Day program or Saturday Academy for reading comprehension strategies. Differentiated Groups	One to One, Small Group One to One, Small Group Small Group and Tutoring Small Group	School Day & Extended Day School Day & Extended Day After School and Saturdays School Day
Mathematics	Teacher Tutorials IXL math program for Computation Extended Day - conceptual math support In class small group instruction for Conceptual Math, if they need more support with math attack strategies.	One to One, Small Group One to One, Small Group Small Group and Tutoring Small Group	School Day & Extended Day School Day & Extended Day After School and Saturdays School Day
Science	Extended Day program & Saturday Academy, if they need more support with science concepts. Differentiated Small Groups – using Common Core Standards Reading & Writing for Information.	Small Group and Tutoring Small Group Small Group and Tutoring Small Group	After School and Saturdays School Day After School and Saturdays School Day
Social Studies	Extended Day program & Saturday Academy, if they need more support with social studies concepts. Differentiated Small Groups – using	Small Group and Tutoring Small Group Small Group and Tutoring Small Group	After School and Saturdays School Day After School and Saturdays School Day

	Common Core Standards Reading & Writing for Information.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk Group Counseling	Group	School Day
	At Risk Individual Counseling	One-to-One	School Day
	Mandated Group Counseling	Group	School Day
	Mandated One-to-One Counseling	One-to-One	School Day
	Advisory Support Sessions	Group	School Day & Extended Day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>1 – Pedagogical Workshops – each Monday all teaching staff work with Turnaround for Children in developing their pedagogical ability to engage students using Cooperative Learning Structures, to create a safe classroom using Classroom Rules and Procedures, to deal with emotionally at-risk learners through Dealing with Difficult Behavior, to align pedagogy to specific Learning Targets through Student Centered Learning and ...</p> <p>2 – Advisory Intervention Teams – each Tuesday all grade team who share common students meet to discuss at-risk learners. Teachers collect anecdotal and numerical data to assess student strengths and struggles, then teachers devise 4-6 week intervention plans to support these at-risk learners in the classroom.</p> <p>3 – Grade Team Meetings – grade teams meet weekly to collect issues and common practice. Issues are brought to Leadership Team for resolution, common practices are used to build cross-grade communities.</p> <p>4 – Vertical Team Meetings – bi-weekly curriculum teams meet to align curriculum to CCLS for their subject area. Formative and Summative Assessments are shared, graded and analyzed to adjust and differentiate curriculum throughout the year.</p> <p>5 – Dealing with Difficult Students for paraprofessionals – paras attend a 4 week training to prepare them for dealing with behavior in the classroom.</p> <p>6 – Student Intervention Team – Social Worker, Principal and TFC staff hold weekly meetings to examine in-depth the needs of high risk students based on data (attendance, ACS involvement, grades, OORS data, anecdotal records) in order to create an intervention plan of support. Teachers may be invited to provide evidence of student needs.</p> <p>7 – Leadership Team – in addition to a monthly School Leadership Team meeting, representatives from each grade level meet weekly to discuss school-wide operational issues, creating community, students with disabilities, English Language Learners, Common Core standards and Parent Involvement</p>

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Students who are McKinney-Vento are in dire need of basics such as school supplies and school appropriate clothing. McKinney-Vento students are identified through ATS screen (RHST). Currently the school has 12 students doubled up, 15 students in a shelter and 3 students in another temporary living situation. These students are supplied with a package containing required school supplies which may include notebooks, binders, pens, pencils, paper etc. These supplies are renewed regularly during the school year. In addition, with the approval of a uniform policy, the school is using McKinney-Vento funds to outfit students with the new school uniform. These students are also provided at-risk counseling throughout the year by our School Social Worker. New families are supported through a nurturing interview process that helps FLHMS identify needs and helps families understand how we can best support their needs in times of duress. Families also have access to outside counseling through grants from Turnaround for Children. Families are also provided with support from the Parent Coordinator on food, shelter and employment programs. Children's Aid Society also provides supports to at-risk</p>

families and children in foster care. In addition, Children’s Aid Society works with Helen Keller Foundation to provide free eyeglasses for all children at FLHMS, including McKinney-Vento students. All McKinney-Vento female heads of household identified are invited to a Boutique that provides women with two or more complete outfits as well as counseling on basic needs such as health care, food kitchens, housing and mental health support services.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

All teachers were provided with a workshop on the new MoSL assessment system and its impact on their evaluation. All subject area Vertical Teams met after the workshop to discuss the best assessment system for the goals of their CCLS-aligned curriculum. Vertical Teams also worked collaboratively to align Unit Plans to the Common Core Standards using standards to determine Summative Assessment outcomes. Vertical Teams meet monthly to continue collecting, grading and analyzing student Formative or Summative Assessments to align them to CCLS and MoSL assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

Advisor 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: _____.

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

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 286
School Name Fannie Lou Hamer Middle School		

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

Principal Lorraine Chanon	Assistant Principal Steven Walton
Coach type here	Coach type here
ESL Teacher Victoria Wheeler	Guidance Counselor type here
Teacher/Subject Area Emanuel Anzules/Social Studies	Parent type here
Teacher/Subject Area Jonathan Fernande/ Math	Parent Coordinator Raul Rodriguez
Related Service Provider type here	Other Jacqueline Lopez / ELA
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	251	Total number of ELLs	38	ELLs as share of total student population (%)	15.14%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	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														
Push-In							2	2						4
self-contained									1					1
Total	0	0	0	0	0	0	2	2	1	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	11
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	10

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	20	3	1	8		3	10		7	38
Total	20	3	1	8	0	3	10	0	7	38

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

**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
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							17	12	8					37
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	17	12	9	0	0	0	0	38

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	2	2					5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							6	4	6					16
Advanced (A)							10	6	1					17
Total	0	0	0	0	0	0	17	12	9	0	0	0	0	38

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	12	3			15
6	8	1			9
7	6				6
8	1				1
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	15								15
6	8		3						11
7	7								7
8	1								1
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our students are placed in heterogeneous groups according to their proficiency levels identified by the NYSESLAT. Out of 38 entitled students in grades 6 to 8, 13.1% are Beginners, 42.1% are Intermediate, and 44.7% are Advanced. An additional six students reached the Proficient level on the 2013 NYSESLAT, and twelve student reached the Proficient level on the 2012 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 Raz Kids, Fountas & Pinnell Benchmark Assessment System

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Paste response to question here:

4. For each program, answer the following:
 - a. 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?

The 2013 NYS ELA 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.

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 assesement 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The NYSESLAT, ELA, Math, and Measures of Student Learning Assessments are sources of data used within the RtI framework.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers are made aware of the ELL students and their NYSESLAT scores. Teachers use this information in a variey of ways: to created appropriate groupings, scaffold instruction, adjust a task sturcture, and give students sufficient time to answer or complete assignments.

All content area teachers teach in such a way that they are building the students' English language skills. Teachers implement skills and strategies from Turn Around for Children's program that enhances student's speaking, listening, and writing skills. Teachers also utilize word generation to build vocabulary and teachers help students to use Spanish cognates to make connections to English vocabulary.

After the interview with parents any pertinent information is passed on the classroom teachers. Teachers also utilize ARIS and

cumulative records to gain a better understanding of the students' educational background.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of the program based on several items. First during the school year we use reports from Mimio-Headspout and Raz-Kids. These reports provide data on how the student is progressing. At the beginning of the year we use the NYSESLAT report and the AYP report to determine the overall success of the program.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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.
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. 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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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.

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.

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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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).

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

C. Programming and Scheduling Information

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

Our ESL students are served in a push-in/self-contained model. Our ESL program is staffed with two teachers with ESL certification and one teacher with Bilingual certification.

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

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)?

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/self-contained 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.

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

At Fannie Lou Hammer 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 Mimio-Headspout Early Reading Program to help build phonemic awareness and vocabulary with native language support. We also use the Mimio-Headspout 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 Headspout programs are online interactive resources that provide individualized adaptive instruction. We also use Raz-Kids interactive reading program that is individualized to the students reading level. It provides practice in reading comprehension by developing students reading and listening skills. Teacher can

monitor student progress using the on line reports. In addition we also use Brain Pop 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. Brain Pop 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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
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. Teachers also access Reading A-Z to print and use Spanish texts and comprehension questions. Laptops are used regularly throughout the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Reading, writing, listening, and speaking are done daily. Teachers use formal and informal observations of students. Teachers also use a variety of texts accompanied by oral and written questions. They evaluate the oral and written responses to determine students' understanding. Students are provided opportunities to talk to a partner and in a small group using Kagan Cooperative Learning Structures.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 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 in After School and Saturday Academy we provide vocabulary acquisition, fluency and comprehension through auditory and visual practice. They will also utilize Word Generatin which provides instruction in reading and writing, enabling the ELL student to acquire 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 manipulative, on line resources (e.g. IXL math program) and books will be provided. In addition, students in the After School program and Saturday Academy will have access to technology using the Mimio-Headsprout Early Reading and Reading Comprehension programs to address their needs in speaking, reading and listening, as well as Raz-Kids, and Brain Pop which will address language development in the content areas as well as provide native language support.

Former ELL students receive extra time to answer questions and complete class assignments. They are considered important components for student groups. The former ELL student can be used as a peer support for current ELL students and may be grouped together. The ELL teacher would give support to the current and former ELL students. Therefore, the former ELL students benefit from small group instruction from the ESL teacher.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

At FLHMS we use a variety of instructional strategies to ELL-SWD's. Teachers implement the Universal Design for Learning while by looking a student data to drive instruction. Lessons are taught using the SMART board and practice of lessons is done by working in small groups. Students are engaged in lesson activities are broken down into simple steps that use graphic organizers and build vocabulary development.

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.

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

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

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

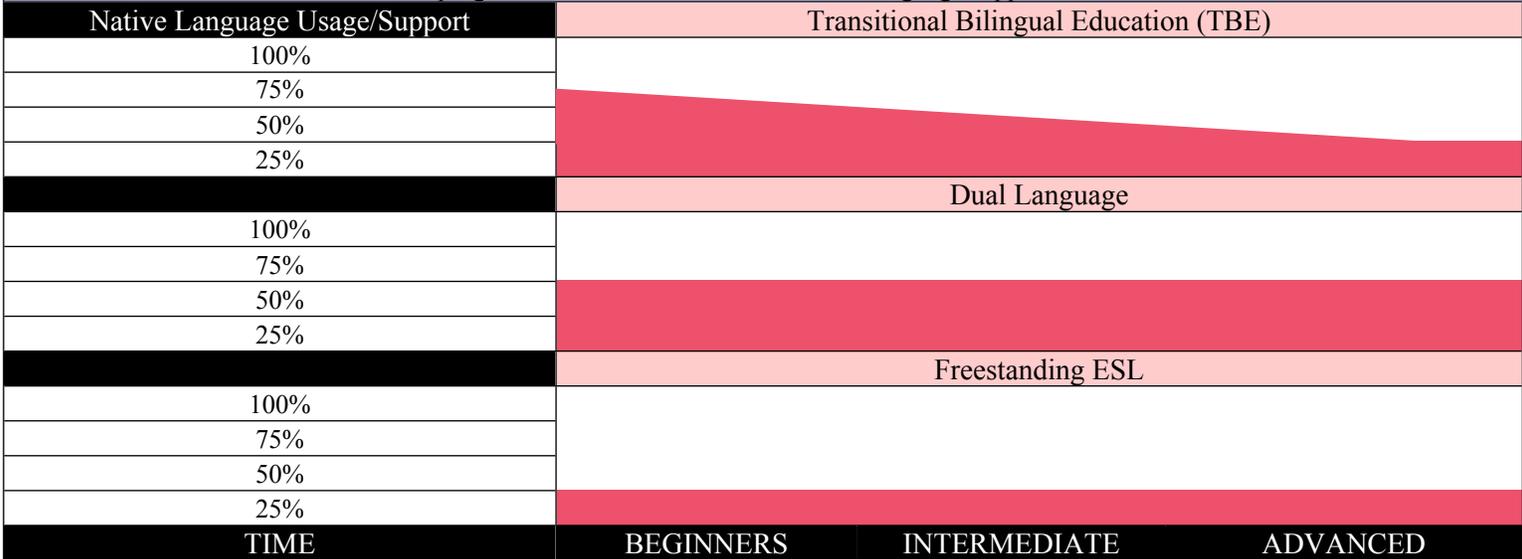
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

D. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

At FLHMS we first looked at the NYSESLAT/LAB-R scores. We found that in 2013, of the returning 6th and 7th graders 65% of the students made gains on the NYSESLAT test and/or the LAB-R. Furthermore, during the school year we access reports from RAZ-Kids and Mimio Headspout reading programs to identify gains the students are making in specific modalities.

The ESL teachers support students in both language and content by pushing in to classes and providing language and content in a self-contained class. The ESL teachers provide support and feedback to content classroom teachers regarding ELL students. They will suggest modifications to curriculum to provide extra support for ELL students in class.

The ELA state test data is analyzed to understand student performance in answering multiple choice and constructed response questions in order to drive instruction. In Science and Social Studies the MoSL (Measure of Student Learning – Performance Assessment) is used to understand student learning. Teachers give a pre, mid, and post assessment. The test is graded using a rubric. Then the answers are analyzed and teachers use the information to drive instruction.

All teachers are aware of the current and former ELL students .

11. What new programs or improvements will be considered for the upcoming school year?

N/A

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

At FLHMS teachers invite ELL students to join any program first. ELL students are offered after school tutoring - specifically designed to work on all four modalities- and Saturday Academy. In increasing their linguistic and academic performance, Reading A-Z materials, Raz-Kids, and Mimio-Headspout will be utilized in the After School to provide vocabulary acquisition, fluency and comprehension through auditory and visual practice. 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. Saturday Academy offers extra practice in ELA and Math.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

At FLHMS we offer a multitude of instructional materials and technology to support ELL students. First, we utilize Reading A-Z which offers texts on all levels, comprehension questions, and Spanish translations. Reading A-Z helps to build fluency and supports content areas. Second, Raz-Kids provide the students individual accounts which they access on the computer. They reading, listen, and respond to text on their reading level. It provides opportunities practice again if gains are not made. Third, Science A-Z provides bilingual texts for Science and Social Studies. Fourth, we use Mimio-Headspout for early reading phonic intervention. Fifth, IXL gives students practice with math concepts and skills. If a student misses a questions it provides feedback so that the student can selfcorrect. Finally, Rosetta stone offers different languages for students to learn.

In addition to technology, teachers use pictures, videos, graphic organizers, auditory listening to texts, labels, process charts, and language stems to support ELL students in their learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in our ESL model in a variety of ways. 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. Teachers also access Reading A-Z to print and use Spanish texts and comprehension questions. 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 and Raz-Kids.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ELL student regardless of language are exposed to grade level appropriate materials. The materials are scaffolded for the students as to optimize the student learning.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Students arriving new to the country are placed in small groups for ESL instruction. Students are set up with a peer tutor who speaks the student's native language. The peer tutors help support the student as she or he transitions to the school environment. 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) and Raz-Kids.

18. What language electives are offered to ELLs?
At FLHMS we offer students language elective through the use of Rosetta Stone. The languages that are offered are French, Spanish, Italian, Arabic, Portuguese, and English.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

E. Professional Development and Support for School Staff

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

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 an 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.

We have an ELL team that meets monthly to discuss the ELL programs and strategies for enhancing student 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.

Records are maintained in the office, saved on computers, and posted on Google documents. At faculty meetings teachers sign attendance sheets then stored in the office. At grade level or vertical team meetings agendas are written which include the names of the teachers in attendance. Then the minutes are saved by the team leader and shared with the staff on Google documents.

F. Parental Involvement

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

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. In addition, we will hold an ELL family night. We invite the students and their families in order to showcase the ELL student projects and technology work.

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.

G. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Fannie Lou Hamer Middle School

School DBN: 12X286

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorraine Chanon	Principal		11/12/13
Stephen Walton	Assistant Principal		11/12/13
Raul Rodriguez	Parent Coordinator		11/12/13
Victoria Wheeler	ESL Teacher		11/12/13
	Parent		1/1/01
Emanuel Anzules	Teacher/Subject Area		11/12/13
Jonathan Fernandez	Teacher/Subject Area		11/12/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Jacqueline Lopez	Other <u>6th grade teacher</u>		11/12/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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.

68.13% 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 68.13% 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	