



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

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

**12X286**

**School Name:**

**FANNIE LOU HAMER MIDDLE SCHOOL**

**Principal:**

**LORRAINE CHANON**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)**

**Section 4: SCEP Overview**

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

1. Section 5A Capacity Framework Element - Rigorous Instruction
2. Section 5B Capacity Framework Element - Supportive Environment
3. Section 5C Capacity Framework Element - Collaborative Teachers
4. Section 5D Capacity Framework Element - Effective School Leadership
5. Section 5E Capacity Framework Element - Strong Family-Community Ties

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

**Section 7: Expanded Learning Time (ELT)**

**Section 8: Title I Program Information**

**Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Fannie Lou Hamer Middle School School Number (DBN): 12X286  
School Level: Middle Grades Served: 6-8  
School Address: 1001 Jennings Street, Bronx, NY 10460  
Phone Number: 718-860-2707 Fax: 718-860-3212  
School Contact Person: Lorraine Chanon Email Address: lchanon@schools.nyc.gov  
Principal: Lorraine Chanon  
UFT Chapter Leader: Edrick Carrero  
Parents' Association President: Yeti Dieguez  
SLT Chairperson: Abbey Wilson  
Student Representative(s): Faith Skerritt

**District Information**

District: 12 Superintendent: Rafaela Espinal Pacheco  
Superintendent's Office Address: 1000 Jennings Street, Bronx, NY 10460  
Superintendent's Email Address: respina@schools.nyc.gov  
Phone Number: 718-328-2310 Fax: 718-542-7736

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 571 Network Leader: Lynette Guastafarro

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lorraine Chanon	*Principal or Designee	
Edrick Carrero	*UFT Chapter Leader or Designee	
Yeti Dieguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Faith Skerritt	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	
John McDonald	Member/ UFT	
Abbey Wilson	Member/ UFT	
Danielle DeBenedetto	Member/UFT	
Sandra Ruiz	Member/PA	
Alissa Noel	Member/ PA	
Patricia Cruz	Member/ PA	
Theresa Locus	Member/PA	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

At FLH 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. We have used this mission to align the academic and social emotional practices of the school. The Quality Review process has helped to make this happen. Over several years, the Principal with the help of the Leadership Team and the staff has used the feedback of our QR to re-structure the school. The vision of the last few years has been to shift the school from the old New York State Standards to the new Common Core Standards both structurally and pedagogically. The implementation has taken three years. The first year included a shift from a Common Branch model where students remained with one teacher to a CCLS aligned Subject Model where students move from specialist to specialist with Vertical Teams responsible for CCLS-aligned curriculum. The second year, the Principal used school resources to implement a data system that allowed Vertical Teams to collect data from standards based student pre and post-performance on NYC Performance Assessments. These changes were the result of SMART goals in the CEP. Last year's Quality Review team recommended the school continue this data based work, in addition to two other recommendations that were directly tied to the Danielson Rubric. Using data and feedback, SMART goals related to students and parent involvement were also created. The Leadership Team reviewed all of the feedback and gave recommendations to ensure the goals were measurable. The Principal used the feedback and the feedback from the Network to draft new SCEP goals. The draft was reviewed by the Leadership Team with the feedback from the QR and the Team discussed how these goals addressed the feedback and finalized the draft. These goals shared by Leadership Team representatives with their teams. In addition, the thinking behind these goals was articulated in shared Leadership Team minutes that are emailed and printed.

This work culminated this year when the Principal developed a Professional Development plan in June that would allow the full staff to meet in June to review student work and to pinpoint next steps for student achievement. The Principal re-examined the student work from subject area portfolios and the outcomes of the State ELA, where less than 10% of our student body showed grade level achievement, the Principal requested that all Vertical Teams meet in the summer to move each team to begin their focus on the standards that students were struggling with the most: Reading for Information 1, Reading for Information 2 and Writing for Argument. While many standards would be addressed, each team was asked by the Principal to construct a first term Summative Assessment that would assess student achievement on Rfl 1 for their grade level. After an on-line system of standards tracking was implemented, the Principal worked with each Vertical Team to ensure Benchmarks for the standard were created and able to be tracked for student achievement and provided professional development time so Vertical Teams could document the results and make next steps. This work was directly tied to our students developing their ability to Think Critically as part of our mission.

Regarding student well-being, three initiatives had been started in the previous year and would continue. The school implemented a dress code policy. This policy came from parents involved in the PA as well as parents surveyed by the Assistant Principal. Parents said they could not afford designer clothes and wanted a "uniform". The Assistant Principal was designated to support families and was accountable with the help of the teachers for successful implementation. The Principal also made an attendance push in the prior year through the positive recognition of parents whose children had 95-100% attendance. The school would continue to inform parents of the importance of attendance and track attendance to give recognition to the

parents as well as support to those students below 95% three times a year. The result of both plans has been strong success. Students have responded positively to the dress code and perhaps even because of it, have moved from an average of 91% to 95% attendance thus far. These changes were directly connected for students to being able to “Work Effectively.”

In terms of Social Emotional Learning, FLHMS considers itself a “fortified” community to support at-risk students in an at-risk community. District 12 is the poorest urban area in the nation and brain research has shown that poverty affects the ability of students to learn. Working with Turnaround for Children for many year, we have had professional development about how our student population may be at-risk of trauma from multiple sources - poverty, divorce, drug and alcohol abuse at home, violence, homelessness - are only some of the at-risk forces that our students may have been exposed to. Creating a safe environment with trusting relationships are some of the ways that at-risk students can feel nurtured enough to learn in spite of their environmental conditions. In addition to Cooperative Learning Structures and Learning Targets (both are supports for at-risk learners), the school has other elements embedded to nurture our students. The school is structured deliberately to enhance community and collaboration. For example, students travel together with the same class all year to create a small community of learners. In each class, students are deliberately grouped with high, middle and low students for differentiated groups - or with same level group for interventions. All classes do team builders for small groups and class builders for full groups. Once a day, 15-17 students are paired with one adult during Advisory time. That adult is the bridge between home and school for Family Conferences, phone calls home and all other parent communication. Advisory groups do team builders as well. All self-contained students are mainstreamed into Advisory. Advisory is a time for goal setting around monthly progress reports as well as homework help using on-line programs. Workshops on high school, college and career as well as conflict resolution, internet safety and health education are scheduled either during Advisory or class time. These activities are directly related to our Mission of students “Acting Compassionately.”

Advisories also work together to provide interventions for SE, AIS, PID and ELL students during Expanded Learning Academy. Advisories also go on trips to colleges, to Nature’s Classroom in the 8th grade and local museums for enrichment. Finally, Advisories collect to compete in fun ways during Town Halls and Field Day or view one another’s performances for Talent Show, Fannie Lou Hamer Day or Black/Women’s History Month. We also are forming a student government that will allow representatives to lobby for issues that are important to them. Fannie Lou Hamer has also been able to develop a wide variety of Sport Teams to round out our Academics. This year we have: Girls Basketball, Wrestling, and Track & Field. Through our After School program with Children’s Aid we have Boys Basketball and Archery. Children’s Aid also provides a Student Leadership Program, a Video Program tied to the Tribeca Film Festival, an “Iron Chef’s” Program as well as a Summer Camp to augment our Summer School. Because “Acting Compassionately” is so important at FLHMS, we have a Mediation Program that helps students solve their conflicts by using their words with the support of our Social Worker and SW interns. Families also have access to immediate outside counseling in the community through TFC. High marks from TFC surveys as well as from the Learning Environment Survey show that FLHMS is a community that students, parents and teachers feel is safe and productive.

Another initiative that has helped us academically is the use of Technological Interventions throughout the school. Student reading and math skills have been enhanced and fluency increased using Mimio for Early Reading and Reading Comprehension Programs for ELL’s, using Moby Max and RAZ kids for reading comprehension across the school, using Moby Max and IXL for math fluency across the school, and using LearnBop for critical thinking in math. Moby Max and Reading A-Z also provide non-fiction texts for use in Science and Social Studies as well as audio to support learners in accessing grade level text. All students have a Gmail account and many teachers use Gmail and Google Classroom to assign differentiated assignments to their students. Smart Board technology allows teachers immediate access to the internet to provide multiple

entry points for student learning.

Based on previous year’s DQR:

DTSDE Tenets showing growth include: 2.5, 4.2, 4.4

Feedback from the AQR:

2.5 “School leaders and teacher peers use the Danielson Framework for Teaching to provide constructive and frequent teacher feedback to support individual teachers’ growth and to strategically plan professional development resulting in high-quality school-wide teacher practices and improved student outcomes.”

4.2 “The school aligns curricula and daily learning targets to the Common Core Learning Standards and offers meaningful learning experiences that promote rigor to improve student outcomes.”

4.3 “Teaching practices reflect a common belief around student learning and strategically provide purposeful cooperative learning supports, specific learning targets, Common Core aligned portfolios, and multiple entry points for all learners so that outcomes reflect higher-order thinking.”

DTSDE Tenets of Focus: 2.2, 3.3, 4.5, 5.4, 6.4

The specifics on Tenets of Focus will be described in depth in each section of the “Needs Assessment” with matching Annual Goals and Action Plans for each Tenet above.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	267	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A

School Composition (2013-14)			
% Title I Population	87.6%	% Attendance Rate	90.4%
% Free Lunch	76.5%	% Reduced Lunch	1.6%
% Limited English Proficient	15.1%	% Students with Disabilities	23.5%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.2%	% Black or African American	29.1%
% Hispanic or Latino	68.1%	% Asian or Native Hawaiian/Pacific Islander	1.2%
% White	0.4%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	9.15	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	3.36
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	8.7%	Mathematics Performance at levels 3 & 4	10.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	20.8%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	NO	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	NO		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

**Part 1b. Needs/Areas for Improvement:**  
 Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.  
 Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

2013-14 DQR feedback suggested that for the school to move from Effective to Highly Effective that the school, “[3.3] Further align lesson plans to promote higher- order thinking skills in all groups of students, including English language learners and students with disabilities, by providing supports and extensions as needed so all students are college and career ready” Since this recommendation, teachers have been working collaboratively on unit and lesson plans on vertical teams based on common core aligned rubrics. Special educators and ESL teachers work with general educators to collaborate on curriculum and directly adjust and modify lessons and student tasks in a shared Pacing Calendar. Using Student Benchmarks based on CCLS, Vertical Teams analyze data to find patterns. Teachers look at a range of student work to find evidence of common strengths and struggles and then make a hypothesis about why students are successful or need more support. Vertical Teams will closely examine CCLS aligned rubrics to ascertain what students are able to do use student work as evidence. Using their hypothesis, Vertical Teams suggest a pedagogical strategy that might help students perform more successfully. The Team will try the strategy and use student work to determine if it was successful. Students were identified for support based on benchmark data as needing remediation, at near mastery, or at mastery for CCLS. Standards-based data allows teachers to track students by their understanding of the standards based on Mastery, Near Mastery and Remediation – as opposed to looking at students solely by their designation as an ELL or SE student. Lessons and student task then are adjusted for students based on their mastery of the standard.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, as a result of teachers collectively developing CCLS-aligned instructional strategies to respond to individual learner’s needs based on school-wide data, we will increase the proficiency rate (level 3’s and 4’s) of English Language Learners and Students with Disabilities (SWD) on the ELA State exam between 3-4%.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Rigorous Instruction - All teachers will participate in professional development on Scaffolding and Differentiation to expose teacher to multiple strategies to incorporate into lesson planning and student tasks. Key teachers will participate in Network ESL and SE workshops on curriculum for these learners. These strategies will be supported by in-school consultants	All teachers	Sept 2014- June 2015	ESL teacher, SE teachers, on-site consultants from GenReady and Teaching Matters
Collaborative Teachers - On Vertical Teams, teachers will work together on common Standards using student data from a cross-section of learners in all sub-groups to construct differentiated student tasks. Network professional development for Professional Learning Community protocols.	ELA, Sci, Social Studies and Math Vertical Teams	July 2015- June 2014	Vertical Team Leaders
Effective School Leadership – Principal and Leadership Team will monitor and revise school goal on student progress and differentiated student tasks by requesting Vertical Team Leaders to attend a monthly meeting.	Vertical Team Leaders	September 2014-June 2015	Principal and Leadership Team
Trust – Vertical Teams will share best practices at an end-of-year sharing of best practices in differentiation with colleagues.	All teachers	April 2015- June 2015	Consultants and Vertical Teams

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 1 – Per session for professional development workshop, Network support of ESL and SE workshops, GenReady and Teaching Matters consultant once a week 25 times per year.
- 2 – Per session for Summer Planning, Per session for MoSL grading, use of Mastery Connect on-line data program, Teaching Matters PD sessions on PLC work.
- 3 – Per session for Vertical Team Leaders and Leadership Team representatives 1x per month.
- 4 – GenReady and Teaching Matters consultants

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
n/a													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

February – All core content teachers will collect, analyze and present student data for sub-groups from January benchmark assessments assessing student progress towards mastery of standards for Leadership Team.

June – All core content teachers will provide adjusted and differentiated curriculum maps and unit plans to address curriculum and alignment gaps evidenced by June Cut Score data to Principal.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

[The QR feedback stated that in order for the school to move from Effective to Highly Effective the school should, “5.4 Across the school community, cultivate a culture in which students have ample opportunity to be heard and take part in the decision making process within their class, grade and school and have a voice in the decisions that affect their lives.” Since this feedback, the school is working with students to build a student government with their voice. Students have created petitions, negotiated with the administration. Students campaigned for office and classes voted in December for student government representatives. Student Representatives plan to brainstorm issues and survey the student body for concerns, then bring these concerns with plans to their Grade Team and/or to the School Leadership Team and continue their work on student issues through to the end of the school year.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students will demonstrate their participation in school-wide decisions and ownership of learning through the development of student decision-making in these areas by creating one student leader per grade to attend six grade team meetings and/or Leadership Team meetings throughout the school year.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is</i>	Key Personnel <i>Who is responsible</i>
---	-----------------	----------------------------	--

for this Capacity Framework element, including: A. Research-based instructional programs, professional development, and/or systems and structures needed to impact change B. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). C. Strategies to increase parent involvement and engagement D. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>the start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Supportive Environment – SS Teachers will work with students to engage them in governing the school, including a student campaign, election and representation at Grade Team and/or SLT meetings.	All students	Nov 2014- June 2015	SS teachers
Trust – Students working with teachers survey their peers and create petitions to bring to Grade Team and SLT.	All students	Nov 2014- June 2015	SS teachers
Strong Community Ties – Teacher and Student Rep’s share best practices in leadership by visiting Fannie Lou Hamer Freedom HS’s Student Government and Children’s Aid Peer Leadership program.	Student Gov’t	Dec 2014- May2015	Student Gov’t Counselor
Effective School Leadership – Principal and School Leadership Team meet and collaborate with student representative on common issues.	SLT student representative	Jan 2014- June 2015	SLT

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session for Counselor to Student Government during Extended Day time

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority, Children’s 1 <sup>st</sup> Network													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
February – All student representatives elected.				
June – Student representatives will attend their respective grade team meetings and one SLT meeting				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>			Yes	No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				



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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our last QR suggested that in order to move from Effective to Highly Effective that the school, “[4.5] *Advance the use of dynamic formative and summative assessments to provide timely and informative feedback to students that allow them to assume increased ownership for their work so that they can reflect, adjust, and access their own progress.*” Since this feedback, the school has, at Vertical Team meetings, looked at data and student work to establish instructional next steps for all students. Students are grouped based on performance on the most recent benchmarks. Students needing remediation have differentiated student tasks and may receive extended day support on that Standard. Students at Near Mastery and Mastery also have differentiated tasks and some students may receive extensions. All students have instructional next steps on their report card aligned to the standards and curricula outcomes. The goal is to have these instructional next steps incorporated into a daily Learning Target that has “look fors” as daily criteria for assessment, not just for the teachers, but primarily for students to assess themselves. Teachers model how to use these Learning Targets to enable students to self-assess their own work for mastery with the Principal giving feedback in observations about implementation of this strategy and the ability for students to self-assess. Over time, each Unit has several benchmarks to show progress on key Standards for students to reflect on. These culminate in Summative Assessments that are collected in a Portfolio collection where students reflect on their progress in January and in June for parents to view in May.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school curricula in all core subjects will be aligned to the CCLS as per Curriculum Map with specific Unit Plans for each core subject with corresponding pacing calendars for each unit containing daily learning targets and “look for” self-assessments for students to be able to reflect, adjust and access their own progress.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Collaborative Teachers – At PD, Vertical Teams looked at data and student work to establish instructional next steps. On Grade Teams, students are grouped into Remediation, Near Mastery and Mastery based on performance for in-class and Extended Day supports	All Students	Sept 2014– June 2015	Vertical Teams, Grade Teams
Collaborative Teachers/Rigorous Instruction - At PD, teachers learn how to spiral Learning Targets into their lessons with support of consultants. Vertical Teams develop common Learning Targets and Look Fors	All teachers	Sept 2014- June 2015	All Grade Teams
Effective Leadership – During observations, Principal gives feedback on Learning Targets and Look Fors. Teachers do inter-visitation to see other’s practice on Learning Targets.	All teachers	Sept 2014- June 2015	All teachers
Supportive Environment /Strong Family-Community Ties– Students use Learning Targets to self-assess and reflect on work. Reflections are collected in portfolios. Portfolio work shared at May Family Open House.	All students	Sept 2014- June 2105	All teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>1 – All teachers (approx. 20) examine MoSL data once a month for one hour of per session. Teachers run Extended Learning Academy 2 days after school and on Saturdays throughout the year for per session. Use of Mastery Connect</p> <p>2 - TFC coach in building 2x per month, GenReady 1x per week, Teaching Matters 3x per month, use of TeachBoost to provide teacher observation feedback.</p> <p>3 - Use of TeachBoost to provide teacher observation feedback.</p> <p>4 – Support of CAS Parent Involvement Coordinator in contacting FLHMS families, use of RoboCall technology and postage for mailings.</p>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

Children's First Network

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

February – all teachers are including Look Fors in their Lesson Plans.

June – all teachers are including Look Fors and modeling Look Fors for students to self-assess.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	H

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Feedback from 13-14 DQR suggests that the school, “[2.2] Enhance current teacher collaboration practices to interconnect the collection and analysis of outcomes on school and individualized students’ goals and thus guide continuous improvement and action that lead to high student performance and shared professional accountability. “ Since this feedback, the principal with the help of the leadership team and with the feedback of the QR developed a CEP with targeted goals to support the PD of the Vertically and across Grade Teams, in aligning curriculum to Common Core Standards, in developing strategies within lessons to address the needs of all learners. Vertical Teams meet once a week to work on standards based PLC work. Grade teams meet two times a week to develop a grade level community and address the needs of at-risk learners. In addition, Vertical Teams are using an assessment system using CCLS-aligned benchmarks throughout the unit to show targeted standards mastery which is then shared on the Report Card. In addition to these benchmarks, the Grade Team looks at Work Habits and Portfolio work to assess student progress in their Content classes. Using this data, the Grade Team programs students for additional Extended Day instruction. Each trimester the school is tracking a different standard based on the student performance on prior State and Local tests. Learning Targets in the classroom are then aligned to supporting student growth on these target standards with plans for remediation for struggling learners.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s)

indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase the rate of our students achieving proficiency (levels 3 and 4) from 8% to between 11% and 12% as measured on the 2015 New York State Common Core ELA Tests. We will do this by creating accountable collaborations of Vertical Team staff to goal-set for student progress on the ELA exam using Standards-based trackers throughout the year.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Effective School Leadership – Principal works with Leadership Team, Vertical Team Leaders and Grade Team Leaders on collecting and analyzing key data points to plan and goal-set across the school.	Leadership Team, Vertical Teams, Grade Teams	September 2014-June 2015	Principal, Vertical Team Leaders, Grade Team Leaders
Collaborative Teachers/Rigorous Instruction – Vertical Team and Grade Team Leaders work with their Teams on collecting and analyzing data as well as adapting instruction and interventions to meet the needs of all learners including the lowest 1/3, SE and ESL students. Support by consultants with Professional Learning Community protocols	All teachers	Sept 2014-June 2015	Vertical Team Teachers, Grade Team Teachers, Consultants
Supportive Environment – School will support all students during the day with acquisition of benchmark standards and give added interventions for students in Extended Day program.	All students	Sept 2014-June 2015	Content area teachers and Extended Day Teachers
Strong Family Ties – The Principal, Parent Coordinator and all advisers will meet with parents throughout the year to educate them about the Standards based benchmarks and to explain the results of the benchmarks in the Report Card Conferences.	All parents	Sept 2014-June 2015	Principal, Parent Coordinator, All Advisers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Monthly meetings for two hours of per session. MOSL assessment for 3-5 hours three times a year of per session time.

Extended Day – 5 teachers per grade level work 1 -2 hours for two to three days per week for 40 session. Saturday School - 6 teachers work 34 hours for 10 sessions for per session from Feb to May. Summer School - 6 teachers work 4 hours, 4 days per week for 5 weeks.

Leadership Team & Grade Team Leaders - 5 hours per month for 4 teachers.

Vertical Team Leaders - 2 hours a month for 4 teachers.

Software purchasing for TeacherEase, TeachBoost, and intervention programs for students.

2 Consultant to support data analysis 3-4x a month throughout the year

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
---	-----------------	---	----------------------	--	------------------------	--	------------------	---	------------------	---	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

Priority, NYSTL

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

February – all Vertical Teams are tracking benchmark data for all students to track student progress and set goals for the Spring.

June - all Vertical Teams are tracking benchmark data for all students to track student progress and set goals for the Fall

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
----	--	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--	--	--	--	--	--

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The QR from 2013-14 suggest that the school, "[6.4] Capitalize on the support structures in place to engage community-based organizations and families in the area of attendance and students overall social and emotional growth in order to promote student learning and growth." Since this recommendation the Principal continued making an attendance through the positive recognition of parents whose children had 95-100% attendance. The school continues to inform parents of the importance of attendance at every opportunity from PA meetings to Family Conferences with the help of Children's Aid Society Parent Involvement Coordinator and our own Parent Coordinator. The Advisers have tracked the attendance of their advisees and were able to give recognition to the parents at Family Conferences. In addition, all Advisers made attendance contracts with the families to support those students below 95% in attendance. In addition, students have been formally recognized in school with posters and incentives. Thus far, the school has moved from an average of 91% last year to 95% attendance to date.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, improve Attendance Percentage of 90.1% by 3% for all students. We will do this by educating families on the impact of attendance on academic success by holding meetings once a month for 10 months with families.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Effective School Leadership – Principal works with Leadership Team to track attendance, work with the Attendance Team, and brainstorm attendance initiatives	All students, all parents	Sept 2014- June 2015	Principal, Leadership Team, Attendance Team
Strong Family-Community Ties – Principal, Teachers, Parent Coordinator and Parent Involvement Coordinator from CAS work together to inform families of the effects of poor attendance.	All families	Sept 2014- June 2015	Principal, Teachers, Parent Coordinator, Parent Involvement Coordinator
Supportive Environment – Advisers work with students and families on attendance by congratulating families on their success. Advisers give regular feedback to students and families on attendance. Students reflect on the impact of attendance on their education.	Families with <95% attendance, all students	Sept 2014- June 2015	Advisers
Trust – Families and Advisers work together with the student to make “positive intervention plans” in Family Conferences to support attendance.	Families with >95% attendance	Sept 2014- June 2015	Advisers

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Attendance Teacher  CAS Parent Involvement Coordinator,  Attendance Incentives for Parents and Students

### Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Children’s First Network, Priority													

### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

2. Specify a timeframe for mid-point progress monitoring activities.				
January 2015 – All parents have received a “Report Card” showing their effort to get their child to school and its impact				
June 2015 – All parents with children over 95% attendance will be acknowledged with a certificate.				
<b>Part 6b. Complete in February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	LAB-R, NYSESLAT	Mimio Early Reader Program	One to One, Small Group	School Day & Extended Day
	NYSESLAT, State ELA, Scantron	Mimio or MobyMax Reading Comprehension Program	One to One, Small Group	School Day & Extended Day
	State ELA, CCLS-Aligned Benchmarks	Extended Day program or Saturday Academy for reading comprehension strategies.	Small Group and Tutoring	After School and Saturdays
	IEP, NYSESLAT, CCLS-Aligned Benchmarks	Differentiated Groups	Small Group	School Day
<b>Mathematics</b>	CCLS-Aligned Benchmarks	Teacher Tutorials	One to One, Small Group	School Day & Extended Day
	Scantron, State Math	Moby Max or IXL math program for Computation	One to One, Small Group	School Day & Extended Day
	CCLS-Aligned Benchmarks	Extended Day - conceptual math support	Small Group and Tutoring	Extended Day and Saturdays
	CCLS-Aligned Benchmarks	In class small group instruction for Conceptual Math, if they need more support with math attack strategies.	Small Group	School Day
<b>Science</b>	CCLS-Aligned Benchmarks	Extended Day program & Saturday Academy, if they need more support with science concepts.	Small Group and Tutoring	Extended Day and Saturdays
	CCLS-Aligned Benchmarks	Differentiated Small Groups – using Common Core Standards Reading & Writing for Information.	Small Group Small Group and Tutoring	School Day Extended Day and Saturdays

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

## 12X286 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	267	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.6%	% Attendance Rate	90.4%	
% Free Lunch	76.5%	% Reduced Lunch	1.6%	
% Limited English Proficient	15.1%	% Students with Disabilities	23.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American	29.1%	
% Hispanic or Latino	68.1%	% Asian or Native Hawaiian/Pacific Islander	1.2%	
% White	0.4%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.15	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	3.36	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.7%	Mathematics Performance at levels 3 & 4	10.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	20.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 12X286 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	267	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.6%	% Attendance Rate	90.4%	
% Free Lunch	76.5%	% Reduced Lunch	1.6%	
% Limited English Proficient	15.1%	% Students with Disabilities	23.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American	29.1%	
% Hispanic or Latino	68.1%	% Asian or Native Hawaiian/Pacific Islander	1.2%	
% White	0.4%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.15	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	3.36	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.7%	Mathematics Performance at levels 3 & 4	10.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	20.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

**12X286 School Information Sheet**

## Section 7: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

**Directions:** Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- School will program teachers to see students for two hours a week in Extended Day with one hour of Enrichment activities for groups of 12- 17 students between September and June for a total of 100 hours for the school year.
- School will build a Saturday Academy mandatory for AIS students for three hours per session between February and May as well as holiday sessions for a total of 40 hours for the school year.
- School will build a Summer Enrichment program mandatory for AIS students with Enrichment opportunities for all students for a total of 60 hours for July and August.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

- Strategy 1 – Extended Day Academic and Enrichment Activities – Extended Day Academic is a 60 minute block for a small group of students to receive academic support on key CCL standards. Enrichment activities include Basketball, Wrestling, Track and Field, Student Government, Art and other student interest activities for one hour once a week.
- 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.
- 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.

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Strategy 1 – Extended Day and Enrichment Activities – all interested teaching staff
- Strategy 2 – Saturday Academy – teaching staff plus AP

• Strategy 3 – Summer Enrichment – teaching staff plus AP				
<b>Part 2c.</b> Is the ELT program voluntary or compulsory?		Voluntary	x	Compulsory
If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.				
n/a				

**Part 3 – ELT Program Implementation and Oversight**

<b>Part 3a.</b> Who will implement the ELT program? Who will oversee the program?				
1.	Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.			
2.	If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.			
1.	Grade Team Teachers will identify target standards for students and program students by standards based needs or enrichment opportunities. Attendance will be reported in a Google Doc overseen by Grade Team Leaders and AP.			
2.	Children’s Aid Society will support enrichment activities by offering more varied opportunities such as Cooking Class, Leadership Training, and Archery.			
<b>Part 3b.</b> Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.				
All programs will be taught by certified teachers and will use on-line programs such as MobyMax Reading and Math, IXL Math, and Mimio Early Readers program for ELL’s. In addition, on-line standards based resources will be used. Priority \$ will be used to fund the per session time.				
<b>Part 3c.</b> Timeline for implementation and completion, including start and end dates.				
1.	Extended Day – Sept-June			
2.	Saturday Academy – Feb – May			
3.	Summer Enrichment – July to August			

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.											
	<b>21<sup>st</sup> Century</b>	x	<b>Tax Levy</b>	x	<b>Title I SWP</b>		<b>Title I TA</b>	x	<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	x	<b>Title III</b>		<b>PTA Funded</b>		<b>Grants</b>		<b>School Success Grant</b>		<b>In Kind</b>
List below any additional fund sources that will be utilized to support achievement of the goal.											
Priority, NYSTL, Summer School Shared											

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
•	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
•	Specify a timeframe for mid-point progress monitoring activities.			
Extended Day –students are given benchmarks three times in one trimester, then program is monitored after each Trimester for student success on key Benchmarks.				
Saturday Academy – Students have a beginning of the year NYC Performance Assessment and students have a mid-year assessment in January and placed in needs groups based on the assessment. Students are given an end-of-year assessment for the NYC Performance Assessment to see growth.				
Summer Enrichment – students are given a portfolio placement assessment in June and re-assessed in August.				
<b>Part 5b.</b> Complete in <b>February 2015.</b>				

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
E. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 8: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers</li> <li>Administrative staff requires a resume, school visit, interview, model lesson and references as part of the personnel process</li> <li>Network HR person ensures that candidates are HQ and gives recommendations for updating credentials</li> <li>Mentor Teachers are on staff full time to support new and experienced teachers</li> <li>Teams support new teachers with curriculum sharing and meet weekly</li> <li>School supports all teachers by offering weekly PD and off-site PD to support practice.</li> </ul>

**2b. 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 Teaching Matters protocols to collect and analyze data to inform instructional practices in the content areas as well as using Turnaround for Children’s curriculum for engaging 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.</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. Based on this data, teachers communicate with families about their child’s progress and needed supports.</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 – Behavior Intervention Plan PD’s for paraprofessionals – paras attend year-long 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>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

n/a

**3b. TA Coordination with the Regular Program**

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

n/a

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

n/a

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

In June of previous year, all teachers met to discuss their next MoSL steps and choices based on the prior experience. 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. In September, teachers were provided with a workshop and materials updating them on the MoSL assessment system for 14-15 and its impact on their evaluation. Teacher preference was communicated to the MoSL committee. After examining choices and assessing the needs of the school, the committee approved the choices and they were entered in the ADVANCE system.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.
--------------	--	---	---

		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	220,454	X	10,13,15,18,21
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	55,028	X	13,18,21,26
Title II, Part A	Federal	n/a	n/a	n/a
Title III, Part A	Federal	11,200	X	18,21
Title III, Immigrant	Federal	n/a	n/a	n/a
Tax Levy (FSF)	Local	1,680,400	X	10,15,18

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP)

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

**Fannie Lou Hamer Middle 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 the school community;

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

school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

*FLHMS Education Mission: "Our mission is to prepare students for a meaningful life where each can work effectively, think critically and act compassionately to build a better world. Our mission requires the support and effort of our students, teachers, parents, and the larger community to ensure that our students are ready to meet the challenges of high school, college and career."*

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

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

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

Parent/caregiver signature: \_\_\_\_\_

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

- Maintain and foster high standards of academic achievement and positive behavior.
- Give timely feedback to students about their work.
- Respectfully and accurately, inform parents of their child's progress.

- Support high expectations for my school, myself, my students, and my colleagues.
- Respect the cultural differences on students, their families, and other staff.
- Help children to resolve conflicts in positive, non-violent ways.

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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>286</b>
School Name <b>Fannie Lou Hamer Middle School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Lorraine Chanon</b>	Assistant Principal <b>Steven Walton</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Victoria Wheeler</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Emanuel Anzules/Social Studies</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jonathan Fernande/ Math</b>	Parent Coordinator <b>Raul Rodriguez</b>
Related Service Provider <b>type here</b>	Other <b>Jacqueline Lopez / ELA</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>251</b>	Total number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>15.14%</b>
--	------------	----------------------	-----------	---	---------------

# 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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							2	2						4
self-contained									1					1
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	20	3	1	8		3	10		7	38

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>20</b>	<b>3</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>3</b>	<b>10</b>	<b>0</b>	<b>7</b>	<b>38</b>
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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>12</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>

## 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
Intermediate(I)							6	4	6					16
Advanced (A)							10	6	1					17
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>12</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 assessment the gap between the ELLs and monolingual students is more clearly defined, although there are similar trends. These results reinforce the need for a greater focus on the development of students' academic language and integration of adapted content area materials. These methods will scaffold content area skills and concepts for our English Language Learners, especially as the content area knowledge becomes more challenging.

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 variety of ways: to create appropriate groupings, scaffold instruction, adjust a task structure, 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

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-on-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

### A. 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

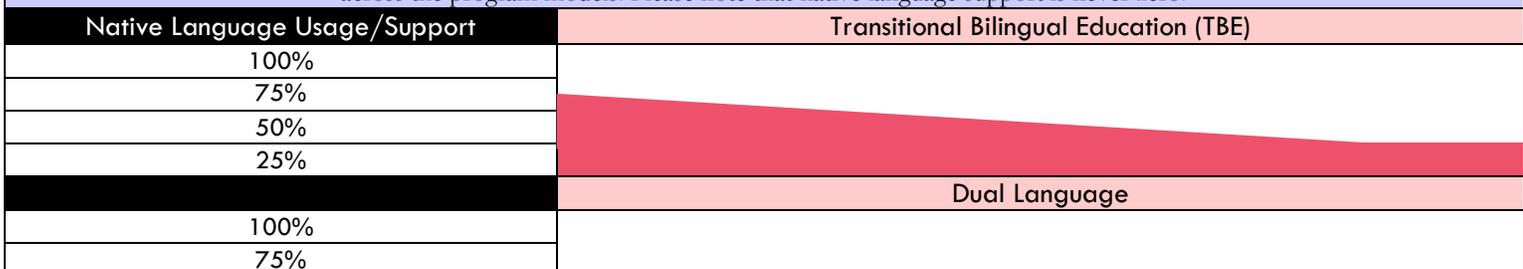
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. 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 Headspourt 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-Headspourt 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 offeres extra paractice 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:

### C. 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.

## D. 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.

## E. 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>6<sup>th</sup> 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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
Total # of ELLs to be served: 39
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 3

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: In order to provide a strong educational foundation, in literacy and the Common Core Standards FLHMS offers an after school program for immigrant students. Immigrant students who are English Language Learners from grades 6, 7, and 8 attend the after school program on Wednesdays and Thursdays from 3:00-4:00 PM from October to May. The program is taught in English by three certified teachers from grades 6, 7, and 8. The teachers provide tutorials, mentoring, and academic counseling for students. The materials used by the teachers consists of curricular materials such as: authentic mentor texts and Common Core materials. In addition, teachers also utilize educational software such as: Headsprout- to build phonemic awareness and reading comprehension: Raz-Kids-to practice reading comprehension: Moby Max- to focus on CCSS questions in reading. In addition to the software we have purchased Pearson Longmans Keys to Learning, a curriculum designed for new comers. Students engage with immigrant characters that are challanged to make new friends, learn school culture, and learn about a new city.

**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

Begin description here: The ESL and bilingual teachers at FLHMS meet once a month to discuss and improve teacher learning in the core subject areas. Topics include developing and enhancing programs for English Language Learners and Immigrant students. These topics address developing and enhancing programs for students new to the US. Developing and enhancing after school English language development education programs. Further topics that are discussed are supporting students with the NYSESLAT, Common Core State Standards on state exams, MoSL assessments, and technology support.

**Part D: Parental Engagement Activities**

**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: FLHMS will provide a Family Literacy and Technology outreach to parents. This event is designed to assist parents to become active participants in the education of their children. The event will be held on a Saturday, October from 9:00-11:00. Teachers and the immigrant students will provide tutorials of the technology that is used for instruction such as: Headspouts, Raz-Kids, Moby Max, Moby Max, and IxL.

In addition, FLHMS supports parents and helps them register for NYC DOE Parent Conferences in December. During the conference parents can attend sessions about the IEP process, understanding middle school, and helping teens manage stress. Furthermore we also are providing a four part workshop series.

Workshop 1 will focus on talking to children about the facts of life. Workshop 2 will focus in child development and sexuality. Workshop 3 will continue to focus on sexuality and having open discussions. Workshop 4 will focus on parental monitoring of technology.

FLHMS will utilize the expertise of the community-based organization, Children's Aid, to help coordinate activities and incentives for the immigrant families. Children's Aid coordinates classes such as ESL, dance, cooking, and parental support.

Parents will be notified of events and classes using bilingual flyers personalized by teachers and the parent coordinator. Furthermore, Personal calls to parents are made to remind families of events and classes.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>	_____	_____

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____