



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

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

**12X286**

**School Name:**

**FANNIE LOU HAMER MIDDLE SCHOOL**

**Principal:**

**LORRAINE CHANON**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Fannie Lou Hamer Middle School School Number (DBN): 12X286  
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 Dieguiz  
SLT Chairperson: Abbey Wilson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Sandra Ruiz  
Student Representative(s): Faith Skerrit  
  
CBO Representative: **Crystal Lilly**

**District Information**

District: 12 Superintendent: Rafaela Espinal Pacheco  
Superintendent's Office Address: 1970 West Farms Road, Bronx, NY 10460  
Superintendent's Email Address: REspina@schools.nyc.gov  
Phone Number: 718-328-2310 Fax: 718-542-7736

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1230 Zerega Avenue, Bronx, NY 10462/ One Fordham Plaza, Bronx,  
Director's Office Address: NY 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718 828-7776 /(718) 741-8895 Fax: (718) 828-6280

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- 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.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- 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.

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

### The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

<b>The Six Elements of the Framework for Great Schools</b>
<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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<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.
<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.
<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.
<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 Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, 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 American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Lorraine Chanon	*Principal or Designee	
X	Edrick Carrero	*UFT Chapter Leader or Designee	
X	Yeti DieGuez	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
X	Sandra Ruiz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
		Community School Director (staff)	
X	Faith Skerritt	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Abbey Wilson	Staff/Parent/Other Contributor	
X	John McDonald	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Danielle DeBenedetto	Staff	
X	Alissa Noel	Parent	
X	Patricia Cruz	Parent	
X	Theresa Locus	Parent	
		Staff/Parent/Other Contributor	

#### Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

The FLHMS 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.

This year, FLHMS, has been given the opportunity to become a Renewal School. This status both shows our potential strength as well as historical areas of struggle. As a future Renewal School, FLHMS will be partnering with Johns Hopkins University's Talent Development. FLHMS chose Talent Development because of their desire to work with schools to take the inherent "talent" and use data to identify embedded strengths to leverage forward the academic achievement of all students and to provide supports to the social emotional well-being. There are many significant parts to being a Renewal School with Talent Development that will enrich the FLHMS community. Talent Development will provide an on-site Community Director to organize data, professional development, Vista volunteers, mental health providers, enhanced collaboration with current CBO partners and parent involvement initiatives. In addition, Renewal funding from the DOE will help FLHMS be able to allocate funding for extra special educators, a full-time and part-time mentor for teachers, extra guidance and social work staff, and targeted professional development from Talent Development, Generation Ready and Teaching Matters.

Rigorous Instruction: Fannie Lou Hamer Middle School has certain embedded pedagogical strategies that all teachers agree support learners to achieve. In addition to common Rules and Procedures and Community Building activities, teachers use I do, We do, You do methodology in their teaching. Teachers begin with clear models of the day's objective, known as Learning Target as well as the "look fors" that are the daily criteria of success based on the Common Core Standards. During the We do portion of the lesson, teachers use Cooperative Learning Structures to stimulate communication between students based on the Learning Target and Look fors. Teachers pose an open-ended question for students to consider and share their answers with classmates. Questions are based on CCLS as well as grade level texts with scaffolds to allow multiple entry points for different learners. The units are broken up to be "foundational" where students are exposed to new concepts and skills, then students need to show their ability to use these new concepts and skills in a Summative Assessment that is redrafted with deeper critical thinking into a portfolio piece. Each Summative Assessment is designed to be challenging and allow students to show off their mastery in the discipline. As students work on their Summative Assessments, teachers build in Cooperative Learning Structures around open ended questions devised by the students to deepen their understanding of the work through conversation. This year, these units will be based on curriculum from Engage NY, Expeditionary Learning and Odell. Teachers will use the Teachers College approach to writing and integrate their balanced literacy approach into these CCLS-aligned units. In order to differentiate effectively, teachers meet with co-teachers (ICT) weekly in order to target specific student groups such as IEP students and ELL's. Teachers use different modalities in order to engage students with different needs and learning styles. For example, ELLs and IEP students will also be provided with an audio version of the text. Content areas also provide translated versions of texts to align instruction to ELL's in order to provide them with an entry point to the material. Teachers respond to benchmark assessment data and modify instruction as necessary. Teachers provide work that is aligned to that student's level of mastery (Mastery, Near Mastery, Remediation) as evidenced by the most recent benchmark. For learners at Mastery, the task is not modified. Mastery students may receive different tasks or texts to leverage them forward. For learners at near mastery and remediation, the teacher may supplement texts and material with videos and visuals. Students may be provided with guided notes to help them access the material. These guided notes include the learning target and appropriate look-fors so students can self-evaluate as they are completing student tasks.

Based on the work of 14-15, the school's Instructional Focus for 15-16 is: If teachers model and assess thinking through reading, discussions and writing in all content areas using Special Circumstances based on Population: Based on the data from the New School's Report, "A Better Picture of Poverty," District 12 is itself a special circumstance. District 12 currently lags behind every other district in the city in daily student attendance. The percentage of elementary school students who are chronically absent in District 12 is over 30%, as compared to 20% for other at-risk neighborhoods. This is a reflection of District 12 as being part of the poorest urban congressional district in the nation. This struggling and chronically absent population is the catchment for Fannie Lou Hamer Middle School. The report details 18 factors of risk load as being predictors of low Common Core test scores and chronic absenteeism. Our school of 268 students, currently has 12 factors present in our community and student population:

- 1-Students eligible for free lunch – 100%,
  - 2-Students known to be in temporary housing – 16%
  - 3-Students eligible for welfare benefits – 63%
  - 4-Special Education/ELL students/Overage – 24% IEP, 15% ELL, 4% Overage
  - 5-Black or Hispanic students – 98.2%, 263 of 268 students, 28% Black, 69% Hispanic,
  - 6-Involvement with ACS – Based on the New School Report, "Worse than average"
  - 7-Poverty rate – Based on the New School Report, "Worse than average"
  - 8-Adult Education levels - Based on the New School Report, "Worse than average"
  - 9 -Professional Employment - Based on the New School Report, "Worse than average"
  - 10-Male unemployment - Based on the New School Report, "Worse than average"
  - 11-Presence of public housing in school's catchment - Based on the New School Report, "Worse than average"
  - 12-Presence of a homeless shelter in a school's catchment – Based on the New School Report, "Worse than average"
- All of these factors are directly linked to poor performance in school. Students have a history of poor attendance and low test scores as evidenced by our Priority School status. Of the entering the 6<sup>th</sup> grade, only 3 entering 6<sup>th</sup> graders scored a Level 3 on the 5<sup>th</sup> grade New York State ELA exam and only 11 of entering 6<sup>th</sup> graders scored a Level 3 on the 5<sup>th</sup> grade New York State Math exam.

At the same time, based on the report, the remaining 6 factors, factors that the school can control, are not "contributing risk factors" for our school.

- 1-Principal Turnover – 1 principal for the last 11 years
- 2-Teacher Turnover – 1 teacher of 20 chose to leave for 2013-14 – 5%, 1 teacher of 20 was leveraged out for 2013-14 – 5%
- 3-Student Turnover – Below 10% for 2013-14
- 4-Students suspensions – 43 for 2013-14, down from 46 in 2012-13
- 5-Safety score on the Learning Environment Survey – 85% of students voted the school Effective or Highly Effective
- 6 – Engagement score on the Learning Environment Survey – 79% of students voted the school Effective or Highly Effective

FLHMS has been working to overcome difficult risk factors in multiple ways with limited community resources to support the FLHMS families. FLHMS is a safe haven where families can get the support they need, where children can be cared for and graduate from a rigorous academic program and teachers can work collaboratively to create common expectation and cultivate Common Core thinking using the resources of a school with 268 students. FLHMS has been successful based on the School Snapshot which shows that 87% of FLHMS' exiting 8<sup>th</sup> grade students earn enough credits in the 9<sup>th</sup> grade to be on track for High School graduation. This is higher than the District average of 82% and on par with the City average of 88%. The added resources from becoming a Renewal School will allow FLHMS to expand programs to provide more support for all students.

Effective Leadership – FLHMS is a small community that responds to feedback to leverage forward the academics and social emotional well-being of our students. 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's 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.

**Collaborative Teachers** - 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 RfI 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. The results were that students showed growth in these targeted standards in each grade level throughout the school. The outcome of this work directly ties to our new Instructional Focus as well as being the "vision" for how students will develop their ability to Think Critically as part of our mission. In addition, the school will build in more data-driven accountability with the support of Talent Unlimited. The use of a "Early Warning System" database will allow teacher to provide interventions to students in need.

**Supportive Environment** - 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 years, 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. These 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."

**Expanded Learning Time** – Advisers work together to provide interventions for SE, AIS, PID and ELL students during Expanded Learning Time. While advisory usually meets during the school day, some of the activities continue into Expanded Learning Time which allows for flexible programming. Advisories can go on trips to colleges, to Nature's Classroom (an overnight outdoor environmental education center in Connecticut) and local museums and parks 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. Teachers worked with students during ELT to organize Talent Show with student performances from all grades. FLHMS students also formed a student government and representatives met during ELT to organize and lobby for issues that are important to them. Teachers also organized "clubs" for Foreign Language using Rosetta Stone and Book Clubs. During ELT, FLHMS has also been able to develop a wide variety of Sport Teams to round out our Academics including Girls Basketball, Wrestling, and Track & Field. Through our After School program (also during ELT) 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 the FLHMS 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. CAS provided a co-ed counseling program to all at-risk students to talk out their feelings on teen related subjects. CAS and FLHMS worked collaboratively to provide simultaneous Saturday Programming so parents could take Financial Literacy, ESL or Zumba classes while students were getting ELA or Math tutoring from teaching staff. Families also have access to immediate outside counseling in the community through TFC after school or on Saturdays. 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 especially in Extended Learning Time is the use of Technological Interventions. In addition to Smart Board technology that allows teachers immediate access to the internet to provide multiple entry points, 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, using Moby Max and IXL for math fluency, 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. This easy access to assignments allows Extended Learning Time teachers to individualize assignments with strategic groups of students based on standards mastery. FLHMS has worked with CAS so CAS tutors can continue the work with students at their HW help sessions.

**Strong Family- School Ties** – The school staff is grouped into Grade Teams. Each grade team has 5-6 advisers who work exclusively with the families of 15-17 students. These advisers actively make phone calls and outreach to families regarding academics and social emotional issues. The advisers use multiple means to contact families from calls to texts to email to letters backpacked to mail home. When progress reports go home, advisers make phone calls or write texts to communicate with families. Advisers sent home appointment letters for Family Conferences and make calls to confirm appointments. The Parent Coordinator answers the school phone personally giving her immediate contact with parents who call the school. She continuously asks parents if they know what is going on in the school, from Family Conferences to other school events. The Parent Coordinator makes personal contact with families she knows to be interested in workshop topics with the help of the School Social Worker. The Assistant Principal has the numbers of families in his cell phone and regularly calls families to support McKinney-Vento families with resources to supporting parents with their child, to informing parents about issues that are occurring within the school about their child. The School Social Worker also regularly speaks to parents about confidential issues and concerns. Parents have the cell phone numbers of their Adviser, the Parent Coordinator and depending on the situation, the Assistant Principal and the School Social Worker.

We actively use data to ensure that families who speak Spanish are paired with an adviser who also speaks Spanish. If that is not possible, bilingual staff support with family contact. Because the Adviser has all the report card information for their advisee, parents can speak to one person about a range of academic information and social-emotional concerns. Multiple staff members are bilingual Spanish and regularly translate documents sent home. If translation of the document is not possible, the adviser translates the information in a conference with the parent. Our robo-call system for events and for attendance is also bilingual. Workshops and meetings for families are translated. Some workshops have an English session and then a Spanish session. Our Parent Coordinator who is bilingual answers our phones and greets our families when they walk in. Families are always attended to in their language of choice by the many staff members who are bilingual. Through continuous parent contact, the Parent Coordinator and Advisers are polling families about how best to reach them. Parent Coordinator and Parent Involvement Coordinator regularly meet to assess the impact of their programs on Parent Involvement.

Regarding student well-being and Family-School Ties, 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.”

Trust – The basis of trust is building relationships. At FLHMS, building relationship underpins all of our structures. Teachers are grouped in teams to build professional learning communities around common practices or common students. Teachers become Advisers to build bridges of communication with families around the progress of students. Students move throughout the day with one class to build bonds of community with one another. These relationships are the bedrock of the work of FLHMS. We want to use the Renewal School process to enhance these relationships. Having staff to do further outreach with parents, to support students with mental health, to provide added staff for small group contact – all can enrich the relationships of our community and help us all grow.

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

**Section 5A – Framework for Great Schools 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>		
<ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
Based on the IIT from the DTSDE of the State, FLHMS’ strengths for Tenet 3 are: “The school leaders have established clear expectations for teachers to develop unit and lesson plans that are aligned to the CCLS” and teacher’s lesson plans, “reference data-driven instruction, differentiation, higher order questioning” (pp7-8). FLHMS needs to work on the following for Tenet 3 based on IIT feedback: “...the curriculum does not always meet the varying needs of children”, “lessons did not include varied entry points for all students”, and “teachers do not regularly provide on-going, test and assessment data-driven feedback to help students improve academically or to help them take more responsibility for their own learning” (pp 7-8). Recommendations included revising the school’s lesson plan template to include, “...more higher ordering thinking questions,” “more interdisciplinary connections...through arts and technology,” and “teacher reflection...of data related to subgroups and student outcomes.”		

**Part 2 – Summative Vision for Rigorous Instruction**

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Consider the following questions:</p> <ol style="list-style-type: none"> <li>1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?</li> <li>2. What rigorous learning experiences will students engage in through Expanded Learning Time?</li> <li>3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?</li> </ol>
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4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Based on the feedback from the State, FLHMS will be adjusting the curriculum to become more aligned to the Common Core using established CCLS-aligned curriculum sources. The State felt that the use of in-house curriculum units, while aligned, caused teachers to work on curriculum as opposed to differentiation for all learners. FLHMS will continue to implement Engage NY materials for math. For literacy across the content areas, FLHMS ELA, Science and SS teachers will use Expeditionary Learning and Odell materials and integrate the writing strategies of the TC writing program. Each of these programs incorporates the Instructional Shifts as part of their Unit Planning. All of these practices will drive the school's Instructional Focus for 15-16: If teachers model and assess thinking through reading, discussions and writing in all content areas using Indicators of teacher implementation of the Instructional Focus in the classroom include:

Effective teachers will:

- share student or teacher models to make examples of high quality work clear to students,
- use questioning techniques that invite student thinking and student discussion around a topic,
- elicit and assess student understanding using questioning techniques and engaging tasks
- provide timely feedback and guidance to advance student learning across the classroom
- organize students in data-driven groupings to maximize learning
- provide resources and materials that are text-based and can engage all learners

In the effective classroom, we would hear or see oral or written evidence such as:

- Students explaining their learning orally or in writing
- Students using tasks and answering open-ended questions to discuss text with one another
- Students using text to make evidence based claims
- Students constructing and justifying their argument using text-based evidence
- All students involved in discussions – with scaffolds if needed

In addition to the Instructional Focus, FLHMS has embedded researched based pedagogical practices based on the findings by Turnaround for Children to support students who may have had exposure to trauma. 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. Both class-time and EL time will focus on CCL standards for Reading for Information and Speaking and Listening as well as Writing for Information and Argument. Teacher practice will include modelling reading to enable students to analyze texts, modeling discussions so students can use text-based evidence to develop a logical argument and modeling writing so students can express their ideas to a larger audience.

Teachers will use formative assessments during class, and throughout the unit to assess thinking through reading, thinking through discussions, and thinking through writing using CCL-aligned tasks and rubrics. Data will be collected daily by teachers to adjust instruction, pre, mid and post in Units to assess student progress towards AYP goals, and three times a year to assess grade and school progress towards student proficiency. The Community School Director from Talent Development will develop a database to track student progress across grade levels and subject areas. This tracker will be standards based and allow the school to see which students are on-track for standards mastery and which students need interventions, modifications or other supports to show growth.

In order to address the feedback of the IIT regarding meeting the varying needs of children, varied entry points for all students, providing on-going, test and assessment data-driven feedback to help students improve academically or to

help them take more responsibility for their own learning, FLHMS proposes the following goal for students. Using the approved CCLS curricula will provide added resources to provide multiple entry points.

As part of the Extended Learning Time, our CBO partner, Talent Development, will help teachers implement . This highly effective, cooperative learning approach to teaching and learning in RELA strongly exemplifies the Six Pedagogical Shifts demanded by the Common Core State Standards. The Talent Development Secondary program for Extended Learning Time creates a course of study that supports and challenges all learners and uses strategies that engage students with diverse backgrounds, learning styles, and interests, with special emphasis on providing support for improved achievement in math and English. In particular, TDS provides specially developed curricula in English language arts (ELA), United States history, and life and study skills to help all students—including those who are coming from elementary school inadequately prepared for the rigors of middle grades instruction—improve literacy skills and engage in learning activities that involve higher-order thinking skills as identified in Bloom’s taxonomy.

To support consistency across the school – both across the day and across disciplines – Talent Development will provide two on-site Consultants to help teachers implement the Common Core curricula. In addition, the school will continue to use Generation Ready and Teaching Matters consultants to continue the work of the prior year with curriculum implementation and formative assessment.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Rigorous Instruction - By June 2016, the school and CBO partner will use a common Instructional Focus to leverage the resources of the school as measured by the increase of grade-level performances in ELA from 8.7% of students at Level 3 or 4 in 2014 to 11.6% of students at Level 3 or 4 in 2016 on State ELA exam.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Rigorous Instruction /Collaborative Teachers – Vertical Teams work to unpack their Common Core Curricula with the support of school-based consultants: Engage NY for Math, Expeditionary Learning for ELA, Odell for</p>	<p>Teachers</p>	<p>September through June</p>	<p>Vertical Team Leaders, Instructional Coaches</p>

Science and Social Studies, Teachers College for Writing for Argument, Research Writing and Narrative Writing and building Lessons with Daily Learning Targets and Look Fors aligned to Instructional Purpose, Develop Look Fors that are inclusive of technology and the arts with interdisciplinary connections			
Collaborative Teachers/Supportive Environment – Using the Formative and Summative Assessment data, the school will create a database of academic allowing grade teams to track student performance as well as early warning indicators to show need for intervention. School will use the following indicators to track student performance: Move 11.6% (40 students) to proficiency in. In ELA, 6 <sup>th</sup> grade will move 7 students to 3's or 4's, 7 <sup>th</sup> grade will move 10 students to 3's or 4's, the 8 <sup>th</sup> grade will move 14 students to 3's or 4's.	Teachers, All students	September through June	Grade Team Leaders, Instructional Coaches, Teacher Teams
Rigorous Instruction/Supportive Environment – Use data to provide professional development related to Instructional Focus to improve teacher's ability to support close reading, text-based discussion and writing for argument across the content areas for ALL learners at all levels (including ELL's, SWD's, Lowest 1/3, as well as High Performing students). PD can include topics such as: strategic groupings, multiple entry points, formative assessment, POU's, Learning Targets and Look Fors, Data Analysis, Standards Mastery, Rubric development.	Teachers, students in lowest 1/3, ELL's, SWD's, High performing Students	September through June	Vertical Team Leaders, Instructional Coaches
Supportive Environment/Strong Family-School Ties-Development of school-wide database to track standard level performance of all students as well as set AYP goals for each student based on Standards, Scantron and NYC Performance Assessment data. Sharing of this data once a month with students and families to leverage achievement	All Students, All Families	September through June	Grade Team Leaders, Teacher-Advisers

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources – Instructional Coaches from Talent Development, Generation Ready, Teaching Matters, Community School Director from Talent Development, MSQI											
Common core Curriculum – Engage NY, Odell, Expeditionary Learning, Teacher's College Writing Units											
Extended Learning Academy – Per session for Teachers and Administrators											
<b>Part 5b.</b> 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

## Part 6 – Progress Monitoring

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

In order to address the gap in student proficiency in key standards, the need for multiple entry points as well as the assessment of those standards by students and staff, the school will:

1 – By October, all teachers will implement Unit 1 of a Common Core aligned curriculum.

2 –By October, grade teams will use two Monday PD sessions to review the State Test data to align curriculum and instruction for targeted students. Teams will administer ELA CCLS aligned assessments to track student performance on standards. Each grade team will collect and analyze the data for all students in their grade. Teacher Teams will create targeted subgroups based on test scores and track student performance, then use student work to monitor standards based success and adjust curriculum to meet student needs as well as provide scaffolds and extensions to support learners. Teams will provide weekly observations in common Team notes and share outcomes monthly at the SLT meeting.

3 – October - Using the results of the data on student performance, the Principal, Assistant Principal, and Coaches will adjust the weekly professional development needs of the teaching staff. PD Coach will use observation data from Principal, Coaches and Mentors to monitor success and adjust PD based on performance of teachers.

4- October - Using Course Grades, ELA CCLS and DRP assessments, teachers and advisers will share individual student data with each family at the end of October in Progress Reports.

1- By December, all teachers will implement Unit 2 of Common Core aligned curriculum.

2- By December, school will administer a second ELA CCLS aligned assessment to track student growth on standards. Each grade team will collect and analyze the data for all students in their grade. Teacher Teams will analyze data according to targeted subgroups, and then use student work to monitor standards-based success. Teachers will collectively adjust curriculum to help students meet the standards as well as provide scaffolds and extensions to support learners. Teams will provide weekly data and observations in common Team notes and share data driven outcomes monthly at the SLT meeting.

3 – December - Using the results of the data on student performance, the Principal, Assistant Principal, and Coaches to construct Study Groups to support the individualized professional development needs of the teaching staff. Study Groups will be formed with teachers with common needs or interests. Study Groups will be led by Coaches, Mentors, and Model Teachers with developing Instructional Practices in targeted areas as the outcome. The outcome of the Study Groups will be documented in a Google Classroom Document filled out by each teacher after the Study Group meeting.

4 – December - Using the results of course work and assessments, teachers and advisers will share individual student data with each family in mid-November at Conferences at the Family Conferences with Report Cards. Teachers will mail an updated Progress Report at the end of December.

1- By March, all teachers will be working on Unit 3 of CCLS aligned curriculum and preparing for Unit 4.

2- By March – in January the Grade Team will evaluate the progress of all students in each grade determining if a student is on track or Promotion in Doubt. Teachers will use DRP assessment data, course grades, and attendance data to determine PID status. Teachers will continue to use data and analyze student work to assess success and next steps of common Instructional Practices. Teachers will use a targeted Literacy Strategy across the grade team to support literacy at student independent reading level. Teachers will flag students not making progress in reading and

across the grade take time daily to coach, monitor and call on these students to engage them in reading, writing and thinking.

3- March – Using student and teacher data, Study Groups will continue to meet to support the individualized professional development needs of the teaching staff and continue to be led by Coaches, Mentors, and Model Teachers for the purpose of developing Instructional Practices. The outcome of the Study Groups will be documented in a Google Classroom Document filled out by each teacher after the Study Group meeting.

4- March - Using the results of assessments, students will meet with CBO staff to discuss their progress on the January Progress Report and the February Progress Report. In March, teachers and advisers will share individual student data with each family in mid-March at Conferences using standards-based data from the Report Cards.

1- By May, teachers will review the curriculum for the year to make adjustments for the Fall.

2- Throughout May and June – the grade teams will assess the progress of all students towards goal of proficiency using the DRP, Scantron and ELA NYC Performance Assessment in Writing.

3- May and June - Using student and teacher performance data, Study Groups will continue to meet to support the individualized professional development needs of the teaching staff and continue to be led by Coaches, Mentors, and Model Teachers for the purpose of developing Instructional Practices. The outcome of the Study Groups will be documented in a Google Classroom Document filled out by each teacher after the Study Group meeting. Teachers will assess their own progress and develop a new set of SMART goals for the upcoming year.

4- By May/June – In early May, advisers will conference with families around PID status to ensure student success as well as discuss the possibility of summer school and being held over. In June, school shares final Report Cards.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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:**

- For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D

**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 element of the Framework for Great Schools 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 trends and sources.

Based on the IIT from the DTSDE of the State, FLHMS’ strengths for Tenet 5 are: “The school leader has developed strategies and collaborations including a referral system that includes CBO’s...that address students’ social and emotional developmental health needs” and “PD programs ...indicate focus on ...cooperative learning strategies and classroom management...demonstrate that these programs have had some positive impact on behavior and attendance” (pp 9-10). FLHMS needs to work on the following: The school does not, “regularly collaborate with the CBO’s to provide consistent and cohesive outreach and support to students,” and “these plans (SW providing SEL and Attendance interventions) are not yet embedded to ensure that the needs of students are consistently met “ using all available data and PD. (pp. 9-10)

**Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?

4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Stakeholders (parents, teachers, students, and staff) already describe the school as a safe community of learner, a community that creates trusting relationships. As part of understanding the FLHMS student population, FLHMS partnered with Turnaround for Children for six years to develop an understanding of how to support school reform in low income neighborhoods. 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."

This SEL framework for FLHMS would be enhanced by our CBO partner, Talent Development. Schools that implement the Talent Development organizational and instructional reforms see increases in student attendance, decreases in suspensions and student discipline concerns, improved course passing and promotion rates, and increased scores on student achievement tests. Talent Development helps schools achieve these results using research-based strategies along with increased resource personnel, including an on-site Community School Director as well as technical assistance from locally-based instructional facilitators in math, ELA, and school and student support services. To adequately identify the needs of FLHMS, Talent Development will conduct a n initial analysis of school need, following up on the current district analysis of systemic needs and concerns. Careful analysis of student outcome data and school and community resources, in addition to focus groups conducted with all major stakeholders, will allow TD facilitators, in collaboration with school and district leadership, to fully adapt the model to Fannie Lou Hamer's specific needs and to cultivate staff and community support for a plan to support all FLHMS students.

In the school transformation plan, Fannie Lou Hamer will continue to collaborate in interdisciplinary team of four or five teachers will share responsibility for three to four classes of 90-95 students. These smaller learning communities will help teachers build strong relationships with students and personalize the school environment. The school schedule will continue to enable teacher teams to meet for common planning time with weekly meetings to examine student data in attendance, behavior, and academic performance, and to determine how to help students who are having difficulties academically or personally. The Talent Development Community School Director and instructional facilitators will help build the staff teams' capacity to engage in distributed leadership and collective decision-making, and to develop and use Early Warning Indicator (EWI) systems that allow school administrators, teachers, and support staff to regularly collect, analyze, and act on student outcome data.

Fannie Lou Hamer's staff will continue to promote a school climate that places a high value on students' talents and ability to learn, academic achievement, and strong relationships among students, adults, and staff. FLHMS would continue to cultivate student voice through CCL curriculum which promotes student discussion using critical thinking skills. SEL student voice would continue to be developed as well through student government and elections as well as through CAS student leadership programs. The TDS program also creates a "can-do culture and climate" for student support and academic achievement through a system of tiered interventions. At the **whole-school level**, the distributed leadership model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. The use of cooperative learning strategies in the classroom encourages students to build relationships and social and leadership skills that foster a sense of responsibility and ownership for a positive school climate. In addition to these structures, Talent Development will provide instructional support, closely

aligned with pedagogical shifts required by the Common Core State Standard and designed to close the achievement gap and accelerate learning for struggling students. In particular, Fannie Lou Hamer Middle School will implement Talent Development's specially-designed life- and study-skills curriculum, *Mastering the Middle Grades*, for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders, and will use Talent Development's Student Team Literature in ELA classes.

Talent Development instructional coaches provide extensive professional development to enable teachers to provide differentiated instruction employing teacher modeling, cooperative learning groups, hands-on learning activities, and scaffold instruction that creates a culture of learning in which students are active participants.

Teacher teams will use EWI data to identify students needing **targeted interventions** to help them address academic and behavioral-emotional concerns. Such interventions might include special-help labs and tutoring, a reflection room, at-risk counseling or a grief support group. Finally, for students whose needs require **intensive interventions**, teacher teams work with the school social worker to identify resources both inside and outside the school building to provide the needed supports. Teacher teams will continue to work together as grade teams to develop consistent policies regarding academic responsibilities and behavior for all classes.

Student Social Emotional stability would be measured through the Early Warning Indicator (EWI) system. In this system, the school can track all SEL functions as well as use the Scholar-centric data tracking system to determine SEL strengths and areas of need with students who are at-risk based on the EWI. Research-based whole-school attendance and positive behavior programs are designed to reduce the number of students needing attendance and behavior interventions. School climate celebrations and interventions will include quarterly Report Card Conferences and monthly and quarterly student recognition programs to recognize attendance. Students with Long Term Absences will be tracked by a Social Work team who will be case managers to work with families.

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school with the support of CBO partner will develop and use Early Warning Indicator system to track and support the academic progress of students who have been Chronically Absent and reduce the % of Chronically Absent students from 37% in 2014 to 30% in 2016.

### **Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <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).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Effective School Leadership – the school with the support of Talent Development will develop a database of Early Warning Indicators, the school and CBO will also develop set times to discuss database weekly with agendas that address STH, CA and OA students.</p>	<p>All Students, STH, CA, OA students</p>	<p>Weekly</p>	<p>Principal, Community School Director</p>
<p>Collaborative Teachers – Teacher Teams will collect and analyze student data across the grade teams and across the school to use that data for instruction and interventions for CA students</p>	<p>All Students STH, CA, OA students</p>	<p>Weekly</p>	<p>Grade Team leaders, Community School director, Consultants</p>
<p>Supportive Environment – goal-setting by teacher teams, advisers with clear student participation and voice on constructing annual goals for students to invest in based on data so all learners increase their performance on standards based tasks.</p>	<p>All Students STH, CA, OA students</p>	<p>Monthly</p>	<p>Grade Team Leaders, Advisers</p>
<p>Strong Family-Community Ties/Trust/Collaborative Teachers – the school with the support of Talent Unlimited will communicate to each family the progress of their child based on the Instructional Focus and using data collected about each child’s progress followed up by school and CBO with survey on process.</p>	<p>All Families STH, CA, OA students</p>	<p>Monthly</p>	<p>Advisers, Social work Staff</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Resources – Instructional Coaches from Talent Development, Generation Ready, Teaching Matters, Community School Director from Talent Development, MSQI, Communities in School Social Worker</p>										
<p>Extended Learning Academy – Per session for Teachers and Administrators</p>										
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>	<p>X</p>	<p><b>P/F Set-aside</b></p>		<p><b>21<sup>st</sup> Century</b></p>	<p><b>C4E</b></p>

	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
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**Part 6 – Progress Monitoring**

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

In order to address attendance across the school and reduce chronic absenteeism, the school will:

1- October - Development of the Early Warning Indicator database with for the Student Intervention Team (SIT) with the Community School Director to track attendance, grades, and behavior. SIT consisting of Social Worker, Guidance Counselor, Principal, Community School Director begins meeting once a week to discuss at-risk students. Students with Chronic Absentee issues are flagged. Attendance Team consisting of the Community School Director, AP, Social Worker, Guidance Counselor and Attendance Teacher meets once a week to specifically track attendance and work on Attendance Initiatives. Grade Teams meet to develop interventions for students at-risk for attendance, behavior or academics.

2- October – Attendance Team reports attendance initiatives to Grade Teams to get support of the advisers. Initiatives include a “Make Your Presence Known” campaign to encourage attendance, work habits and participation across the school. The campaign is kicked off with a full school Town Hall with the help of 8<sup>th</sup> grade student leaders. The campaign is followed up with visits to Advisories to acknowledge students who are fully prepared and students are given extrinsic rewards.

3- October – Attendance Team identifies potential LTA’s and CA students. Attendance Team informs Advisers and Grade Teams of students who need to be watched. Attendance Team begins to pull 7<sup>th</sup> and 8<sup>th</sup> grade CA students to have discussions about attendance. Attendance Team tracks student attendance and collects data in weekly minutes. Advisers create a goal sheet with students in Advisory regarding Attendance. Students with 100% attendance are given “awards” and classes with the highest attendance get a pizza party.

4- October – Parents of students with 100% attendance are given a celebration dinner. Parents are encouraged to continue to support their children and support the school with PA and SLT participation. PA and SLT elections held.

1- December – Early Warning Indicator database is replaced with the New Visions Heat Map for attendance, test scores and other interventions. The Heat Map is used along with TeacherEase Grading tool and Mastery Connect Standards tracker to monitor the attendance, grades and standards development of all at-risk students. SIT continues meeting once a week to discuss students with social emotional, academic and/or attendance issues to develop and track interventions. Students with Chronic Absentee issues are flagged. Attendance Team consisting of the Community School Director, AP, Social Worker, Guidance Counselor and Attendance Teacher meets once a week to specifically track attendance and work on Attendance Initiatives. Grade Teams continue to meet to monitor interventions for low-level student issues before they are referred to SIT.

2- December – Attendance Team continues developing attendance initiatives to share with Grade Teams and the advisers. “Make Your Presence Known” campaign continues to reward students to encourage attendance, work habits and participation across the school. Grade Teams continue to track interventions for at-risk students.

3- December – Attendance Team continues to monitor the attendance of CA students. Attendance Team informs Advisers and Grade Teams of students who need to be watched. Attendance Team creates “Champions” for each student below 90% attendance. Attendance Team also creates an initiative to encourage students between 90-94% attendance to come to school with weekly tracking sheets culminating in a January Ice Cream Party. Attendance Team tracks student attendance and collects data in weekly minutes. Advisers create a goal sheet with students at Family Conferences regarding Attendance. Students with 100% attendance are given “awards” and publicly

commended on a bulletin board and classes with the highest attendance get a pizza party and are also publicly noted on a bulletin board.

4- December – Parents of students with 95-100% attendance are sent a holiday card congratulating them on their support to their child and the school. Parents of children below 95% are encouraged to make attendance a “New Year’s Resolution” for their child. Parents on the PA and SLT are polled for their ideas on how to encourage attendance by parents and by students. The Assistant Principal and the Guidance Counselor do home visits to McKinney Vento families to provide support and clothing and to encourage attendance.

1-March- New Visions Heat Map is monitored for attendance, test scores and other interventions. The Principal, the Social Worker and the Community School Director work together to update the many school interventions as documentation in the Heat Map. At the SIT meeting, the Heat Map is used along with TeacherEase Grading tool and Mastery Connect Standards tracker to continue to monitor the attendance, grades and standards development of all at-risk students. SIT continues meeting once a week to discuss students with social emotional, academic and/or attendance issues to develop and track interventions. Students with Chronic Absentee issues are discussed weekly at the Attendance Team meeting. The Team continues to track attendance and work on Attendance Initiatives. Grade Teams continue to meet to monitor interventions for less urgent student issues before they are referred to SIT.

2- March - Attendance Team continues attendance initiatives and shares with Grade Teams and the advisers. “Make Your Presence Known” campaign continues to reward students to encourage attendance, work habits and participation across the school. Grade Teams continue to track interventions for at-risk students. The Community School Director organizes a “Progress Report Conference Day” where outside adults sit with each student during advisory to go over their Progress Report grades and attendance as well as set goals for the next semester. The result of these conferences are tracked in a Google Doc.

3- March - Attendance Team continues to monitor the attendance of CA students. Attendance Team works with Advisers and Grade Teams conferencing with students and parents around Chronic Absenteeism. If necessary, the team refers issues to the Attendance Teacher for home visits or to ACS for instances of neglect. Attendance Team creates “Champions” for each student below 90% attendance. Attendance Team also creates an initiative to encourage students between 90-94% attendance to come to school with weekly tracking sheets culminating in a March Reward Party. Attendance Team tracks student attendance and collects data in weekly minutes. Advisers create a goal sheet with students at March Family Conferences regarding Attendance. Students with 100% attendance are given “awards” and publicly commended on a bulletin board and classes with the highest attendance get a pizza party and are also publicly noted on a bulletin board.

4- March - Promotion in Doubt Letters are sent in early February. A PID workshop for all PID families is conducted just after letters go out. Parents are given resources to support with Academics and Attendance. Parents of children below 95% are asked to come to the school for Family Conferences to discuss supports that the Guidance Team can help them with. Parents on the PA and SLT are polled for their ideas on how to encourage attendance by parents and by students. The Social Worker works with ACS and other outside agencies to counsel families and problem solve issues. The Assistant Principal and the Guidance Counselor continue to do home visits to McKinney Vento families to provide support and clothing and to encourage attendance.

1- May- New Visions Heat Map is monitored for attendance, test scores and other interventions. The Principal, the Social Worker and the Community School Director work together to update the many school interventions as documentation in the Heat Map. At the SIT meeting, the Heat Map is used along with TeacherEase Grading tool and Mastery Connect Standards tracker to continue to monitor the attendance, grades and standards development of all at-risk students. SIT continues meeting once a week to discuss students with social emotional, academic and/or attendance issues to develop and track interventions. Students with Chronic Absentee issues are discussed weekly at the Attendance Team meeting. The Team continues to track attendance and work on Attendance Initiatives. Grade Teams continue to meet to monitor interventions for less urgent student issues before they are referred to SIT. List of students who may need Summer School due to academics or attendance are created.

2-May- Attendance Team continues attendance initiatives and shares with Grade Teams and the advisers. “Make Your Presence Known” campaign continues to reward students to encourage attendance, work habits and participation across the school. Grade Teams continue to track interventions for at-risk students. The Community School Director organizes the May “Progress Report Conference Day” to discuss issues of promotion and areas of progress with students who are at-risk for going to summer school.

3- May- Attendance Team continues to monitor the attendance of CA students. Attendance Team works with Advisers and Grade Teams conferencing with students and parents around Chronic Absenteeism. If necessary, the team refers issues to the Attendance Teacher for home visits or to ACS for instances of neglect. Attendance Team creates “Champions” for each student below 90% attendance. Attendance Team also creates an initiative to encourage students between 90-94% attendance to come to school with weekly tracking sheets culminating in a May Reward Party. Attendance Team tracks student attendance and collects data in weekly minutes. Students with 100% attendance are given “awards” and publicly commended on a bulletin board and classes with the highest attendance get a pizza party and are also publicly noted on a bulletin board.

4- May -The Community School Director organizes the May “Progress Report Conference Day” for Families to discuss issues of promotion and areas of progress with students who are at-risk for going to summer school. Parents on the PA and SLT are polled for their ideas on how to encourage attendance by parents and by students. The Social Worker works with ACS and other outside agencies to counsel families and problem solve issues. The Assistant Principal and the Guidance Counselor continue to do home visits to McKinney Vento families to provide support and clothing and to encourage attendance.

**Part 6b. In February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>Based on the IIT from the DTSDE of the State, FLHMS’ strengths for Tenet 4 are: “The school leader is “beginning to engage teachers about data and has made expectations clear” and “most teachers use test and assessment data to plan for different groupings of students” and “in classrooms with ELL’s, scaffolds and differentiated activities focused on beginner or low intermediate students,” and “teacher lesson plans included differentiate lessons toward a common learning target” and “ students felt they learn in a safe environment.” (pp 8-9). FLHMS needs to work on the following: According to the IIT, the school does not, “...ensure that teachers consistently use data to provide planning and instruction that fully meets the needs and abilities of different groups of students” and “teachers’ instruction lacks rigor and differentiation, minimally incorporated the instructional shifts and higher order questions”. (pp. 8-9)</p>		

**Part 2 – Summative Vision for Collaborative Teachers**

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> <li>How is the school organized to promote teacher collaboration?</li> <li>What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?</li> <li>How are teachers providing opportunities for to deepen learning for higher achieving students?</li> <li>What system do teachers use to ensure that every child is safe in their class?</li> <li>What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?</li> <li>How do you intend to use community educators / partners to support a collaborative teaching approach?</li> </ol>
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Principal works with the Leadership Team to organize scheduled time for Grade Teams to meet twice a week and for Vertical Teams to meet once a week. In addition, weekly professional development time is usually organized so Vertical Teams can meet on common pedagogical topics to ensure coherent implementation across the school. Grade Teams address the needs of the students in their grade. Discrete planning times are arranged for Grade Teams twice a week to develop “community” and to target support for learners in groups and individually. Vertical Teams are also assigned weekly meeting time to develop curriculum aligned to the Common Core Standards. To support each group, additional Professional Development time is organized by the Principal and Professional Development coordinator. This time is allocated to address specific needs, such as developing a data-driven Professional Learning Community. As a result of the PLC work, each Vertical Team devised standards-based goals for every learner aligned to their performance on a Benchmark assessment. The Vertical Team actively monitors student data and student work to adjust the implementation of their curricula and to meet larger school achievement goals.

Teachers use I do, We do, You do methodology in their teaching. During the We do portion of the lesson, teachers use Cooperative Learning Structures to stimulate communication between students. Teachers pose an open-ended question for students to consider and share their answers with classmates. Questions are based on CCLS as well as grade level texts with scaffolds to allow multiple entry points for different learners. The units are broken up to be “foundational” where students are exposed to new concepts and skills, then students need to show their ability to use these new concepts and skills in a Summative Assessment that is redrafted with deeper critical thinking into a portfolio piece. Each Summative Assessment is designed to be challenging and allow students to show off their mastery in the discipline. As students work on their Summative Assessments, teachers build in Cooperative Learning Structures around open ended questions devised by the students to deepen their understanding of the work through conversation. In order to differentiate effectively, teachers meet with co-teachers (ICT) weekly in order to target specific student groups such as IEP students and ELL’s. Teachers use different modalities in order to engage students with different needs and learning styles. For example, ELLs and IEP students will also be provided with an audio version of the text. Content areas also provide translated versions of texts to align instruction to ELL’s in order to provide them with an entry point to the material. Teachers respond to benchmark assessment data and modify instruction as necessary. Teachers provide work that is aligned to that student’s level of mastery (Mastery, Near Mastery, Remediation) as evidenced by the most recent benchmark. For learners at Mastery, the task is not modified. Mastery students may receive different tasks or texts to leverage them forward. For learners at near mastery and remediation, the teacher may supplement texts and material with videos and visuals. Students may be provided with guided notes to help them access the material. These guided notes include the learning target and appropriate look-fors so students can self-evaluate as they are completing student tasks.

In order to create safe and small Learning Environments, the school deliberately schedules students to enhance community. 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 so one adult in the building knows them well and is the communication bridge between home and school. Advisers meet with students once a day to check-in on any possible issues.

By creating accountable collaborations of Grade Team staff, all advisers will work with grade team teachers to goal-set for student progress throughout the year using standards based data tracking systems. With the help of Talent Development staff, FLHMS will construct a comprehensive database to monitor formative data and to set and revise instructional goals across the grade. The Community School Director will work with each grade team to help Grade Team Leaders hold the team accountable for setting goals as well as setting regular meet times to communicate with students and families to monitor progress. The Community School Director helps the school develop a framework for providing academic, social-emotional, and student support to the whole school population is grounded in the small learning community structure and in the consistent monitoring of student data to identify individual student needs as well as whole-school trends requiring intervention. In addition, the regular interaction of teacher teams around EWI (Early Warning Indicator) data as well as everyday observations will enable advisers, teachers and teacher teams to identify students in their learning communities who are at risk of academic failure, disengagement or dropping out, or who have health concerns, and to plan appropriate targeted interventions to support them. Such interventions could

include special-help (Savvy Readers’ or CATAMA) labs and tutoring, a reflection room, behavior contracts, in-school suspension, or a grief support group. Finally, for students whose needs require intensive interventions, teacher teams work with the school social worker or counselor to identify resources both inside and outside the school building to provide the needed supports, such as individual therapy, peer mediation, behavior intervention plans, and case management.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Collaborative Teachers - By June 2016, the teacher teams in the school will work collaboratively with the support of CBO partner to improve the grade-level proficiency of SWD and ENL students as measured by SWD students reaching grade-level proficiency from 4.3% to 10% on State ELA and move ENL students from 0% reaching proficiency to 10% on the ELA State Exams.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Rigorous Instruction – professional development on instructional shifts, differentiation, higher order thinking questions to leverage understanding of the Danielson Rubric for the successful implementation of CCLS curricula (Engage NY, Expeditionary Learning, Odell and Teachers College Writing Units) to support struggling learners.</p>	<p>All Teachers, Vertical Teams</p>	<p>September to June</p>	<p>PD Facilitator, Consultants</p>
<p>Collaborative Teachers – using professional development time for teachers to collect and analyze student data across the grade teams and across the school, grade level teacher teams will collect and analyze student data across the grade in order to track indicators to provide interventions to address above goal for SWD and ENL students. Of 68 SWD students, the school will move 7 students to grade level proficiency (6<sup>th</sup> – 2, 7<sup>th</sup> – 2, 8<sup>th</sup> – 3), of 40 ENL students, the school will move 4 to</p>	<p>All teachers, Grade Teams, SWD and ENL students</p>	<p>September to June</p>	<p>Community School Director, Grade Team Leader</p>

proficiency in both ELA and in Math (6 <sup>th</sup> – 1, 7 <sup>th</sup> – 1, 8 <sup>th</sup> - 2).			
Supportive Environment - Database of academic, attendance and social emotional indicators allowing grade teams to track student performance as well as early warning indicators to show need for intervention, and putting interventions in place based on data.	All students, SWD, ENL students	September to June	Community School Director, Grade Team Leader
Supportive Environment – goal-setting by teacher teams, advisers, and students to construct annual goals for students to invest in based on data so all learners increase their performance on standards based tasks.	All students	September to June	Community School Director, Grade Team Leader, Advisers

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources – Instructional Coaches from Talent Development, Generation Ready, Teaching Matters, Community School Director from Talent Development, MSQI											
Common core Curriculum – Engage NY, Odell, Expeditionary Learning, Teacher’s College Writing Units											
Extended Learning Academy – Per session for Teachers and Administrators, Title 3 funding for ENL academy											
<b>Part 5b.</b> 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**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. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In order to improve student performance, the school will:
1 – By October, all teachers will implement Unit 1 of a Common Core aligned curriculum.
2 –By October, grade teams will use two Monday PD sessions to review the State Test data to align curriculum and instruction for targeted students. Teams will administer ELA CCLS aligned assessments to track student performance on standards. Each grade team will collect and analyze the data for all students in their grade. Teacher Teams will create targeted ELL and SWD subgroups based on test scores and track student performance, then use student work to monitor standards based success and adjust curriculum to meet student needs as well as provide scaffolds and extensions to support learners. Teams will provide weekly observations in common Team notes and share outcomes monthly at the SLT meeting.
3 –October - Grade Teams and Vertical Teams will collaborate to examine ELL and SE practices related to the data. After Grade Teams share the preliminary results of the data on student performance, the SLT will review the progress of teams with Differentiated Instruction, Strategic Groupings and other interventions. Principal will work with Consultants, Coaches and Mentors to monitor progress and to provide one-on-one professional development. Grade or Vertical Teams will present successful strategies at PD meetings based on the Student Database tracking the Team’s work with ELL’s and SWD students. ELL teacher will form Study Group partnerships with targeted staff to

support with Planning and Preparation for ELL learners. ICT Co-teachers will continue to meet and plan using IEP goals to differentiate instruction.

4- October - Using Course Grades, ELA CCLS and DRP assessments, teachers and advisers will share individual student data with each family at the end of October in Progress Reports. The teachers of ELL's will meet with families to discuss the new NYSESLAT ratings and how the school supports ELL learners.

1- By December, all teachers will implement Unit 2 of Common Core aligned curriculum.

2- By December, school will administer a second ELA CCLS aligned assessment to track student growth on standards. Each grade team will collect and analyze the data for all students in their grade. Teacher Teams will analyze data according to targeted ELL and SWD subgroups to determine if students are making progress, and then use student work to monitor standards-based success. Teachers will collectively adjust curriculum to help students meet the standards as well as provide scaffolds and extensions to support learners. Teams will provide weekly data and observations in common Team notes and share data driven outcomes monthly at the SLT meeting.

3 – December - Grade Teams and Vertical Teams will collaborate to examine ELL and SE practices related to the data from the Fall. After Grade Teams share the preliminary results of the data on student performance, the Principal, Assistant Principal, and Coaches will review the progress of teams with Differentiated Instruction, Strategic Groupings and other interventions. Grade or Vertical Teams will present successful strategies at Grade and Vertical Team meetings and determine common strategies to implement across the grade.

4 – December - Using the results of course work and assessments, teachers and advisers will share individual student data with each family in mid-November at Conferences at the Family Conferences with Report Cards. Teachers will mail an updated Progress Report at the end of December. Teachers will construct goals and individualized intervention plans to support learners in need.

1- By March, all teachers will be working on Unit 3 of CCLS aligned curriculum and preparing for Unit 4.

2- By March – in January the Grade Team will evaluate the progress of all students in each grade determining if a student is on track or Promotion in Doubt. Teachers will use DRP assessment data, course grades, and attendance data to determine PID status. Teachers will continue to use data and analyze student work to assess success and next steps of common Instructional Practices. Teachers will use a targeted Literacy Strategy across the grade team to support literacy at student independent reading level. Teachers will do secondary diagnostics in order to more closely assess literacy needs. Teachers will flag students not making progress in reading and across the grade take time daily to coach, monitor and call on these students to engage them in reading, writing and thinking.

3- March – Grade Teams will collect the names of students needing further interventions based on PID data. Grade Teams and Vertical Teams will collaborate to examine ELL and SE practices related to the data. After Grade Teams share the preliminary results of the data on student performance, the Principal, Assistant Principal, and Coaches will review the progress of teams with Differentiated Instruction, Strategic Groupings and other interventions. Grade or Vertical Teams will present successful strategies at PD meetings based on the Student Database tracking the Team's work with ELL's and SWD students. Principal will meet with SWD and ELL teachers to determine next steps. SWD teachers will determine common practices to promote SWD engagement in classes. ESL teachers and Principal will do a Walkthrough to assess ELL Instruction in Content Area classes and develop a common protocol for creating Language Goals in the Content Area classes.

ESL and SWD teachers will continue to meet with Content Area teachers to differentiate lesson plans.

4- March - Using the results of assessments, students will meet with CBO staff to discuss their progress on the January Progress Report and the February Progress Report. In March, teachers and advisers will share individual student data

and progress on literacy goals with each family in mid-March at Conferences using standards-based data from the Report Cards.

1- By May, teachers will review the curriculum for the year to make adjustments for the Fall.

2- Throughout May and June – the grade teams will assess the progress of all students towards goal of proficiency using the DRP, Scantron and ELA NYC Performance Assessment in Writing and determine progress for ELL's and SWD learners.

3- Throughout May and June- Grade Teams and Vertical Teams will continue collaborate to examine ELL and SE practices related to assessment data. The SLT will review the progress of teams with Differentiated Instruction, Strategic Groupings and other interventions. Grade or Vertical Teams will collect yearlong successful strategies at PD Day workshops using ELL's and SWD student data. School will collect best practices for incorporation into future CCLS-aligned curricula.

4- By May/June – In early May, advisers will conference with families around PID status to ensure student success as well as discuss the possibility of summer school and being held over. In June, school shares final Report Cards.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>Based on the IIT from the DTSDE of the State, FLHMS’ strengths for Tenet 2 are: The school’s mission is “...posted in classrooms throughout the building...the school community shares a basic understanding of the school’s mission” and “the school’s goals in the SCEP are ambitious and specific” and “the school leader has provided time for teachers to meet in vertical and horizontal subject and grade teams.” And “the school leaders has enabled students to take part in Advisory programs and ELT twice a week” and “the school leader conducts informal observations of teachers according to AAP and provides feedback” (p.6).</p> <p>FLHMS needs to work on the following: According to the IIT, the school leader does not, “ensure that the information that is collected (related to school achievement and the quality of instruction) is analyzed rigorously enough to drive school improvements or to meet identified school goals” and “not all feedback to teachers was specific and actionable” and the school leader has not made sure that data analysis by teacher teams has not resulted in “improved instructional practices” and “procedures are not in place to evaluate the success of (advisory and extended learning) of the impact these programs have on student achievement and well-being” (p. 6). The recommendation by the state was that the school “follow up on a specific target for improvement such as questioning technique, meaningful student engagement and/or incorporating complex material” into observation feedback.” (p.7)</p>		

**Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

Using a shared Instructional Focus, the school leader will embed this focus in all communication to teachers, staff and families in the 15-16 school year. The implementation of this Instructional Focus will be the academic leverage point for all professional development activities for the year. The Principal and the Community School Director will collaborate to ensure that all of the school and CBO resources are aligned to its implementation across the school. After receiving targeted professional development, the mentor teachers and instructional coaches will support all teaching staff in carrying out pedagogical practices in the classroom. The Vertical Teams will receive support in the content areas in adjusting the Instructional Focus to their content area materials. The principal, assistant principal will monitor the implementation of pedagogical practices related to the Instructional Focus through frequent formal and informal observations with specific and targeted feedback related to the Instructional Focus. The principal and the community school director and key stakeholders will do monthly walkthroughs to monitor the full-school implementation of the Instructional Focus and to assess next steps for professional development across the school. Using the Instructional Focus, “ If teachers model and assess thinking through reading, discussions and writing in all content areas using ”, administrators would document in observations how well teachers are demonstrating their ability to teach to the Instructional Focus by using the following indicators:

Effective teachers will:

- share student or teacher models to make examples of high quality work clear to students,
- use questioning techniques that invite student thinking and student discussion around a topic,
- elicit and assess student understanding using questioning techniques and engaging tasks
- provide timely feedback and guidance to advance student learning across the classroom
- organize students in data-driven groupings to maximize learning
- provide resources and materials that are text-based and can engage all learners

In the effective classroom, we would hear or see oral or written evidence such as:

- Students explaining their learning orally or in writing
- Students using tasks and answering open-ended questions to discuss text with one another
- Students using text to make evidence based claims

- Students constructing and justifying their argument using text-based evidence
- All students involved in discussions – with scaffolds if needed

As part of the implementation of the Instructional Focus, the CBO partner will support FLHMS in developing data-driven systems to assess student progress and performance on academic tasks as well as assessing the social emotional supports and impediments to student success. The social-emotional framework will be implemented on a Tier 1 (school-wide), Tier 2 (small group) and Tier 3 (individual) level with the support of in-school social workers and CBO partnerships with Communities in School. The development of a database to track “early warning indicators” as well as a thorough implementation and accounting of support through the school and all CBO partnerships will be put in place. This work will be supported by the Grade Teams who will help with individual goal-setting for all learners while social workers and CBO partners use resources to provide mental-health and medical supports and interventions for students and families in need.

This vision will be tracked through the RSCEP goals and a body of stakeholders (leadership, CBO, parents, students and staff) will continue to monitor and revise RESCP goals throughout the year using the data collected. Based on the data, the Principal and the SLT will work with the CBO partners to ensure the Instructional Focus is being implemented with Social Emotional supports in place. The Principal will also regularly meet (at least once a week) with the Community School Director to ensure that the action plans of each CEP goal is being implemented. The Principal, Assistant Principal and all consultants would also meet to ensure that the APPR goals of each teacher is being met as well as meeting with each grade team and each teacher periodically (after each Report Card) to go over the academic progress of students in the school and compare student progress to school goals.

### **Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Effective School Leadership: By June 2016, the school leadership will provide clear, strategic and actionable feedback in observations that will increase the effectiveness of teachers with developing or ineffective ratings based on the Danielson Rubric on “Using Questioning and Discussion” as measured by an increase by one rubric level (Ineffective to Developing or Developing to Effective) for 90% of the teaching staff between September 2015 and June 2016.

### **Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Supportive Environment/Trust – Instructional coaches and mentor teachers will be paired with teachers to create SMART goals and action plans during small group and one-on-one coaching time to improve effectiveness of all teaching staff.</p>	<p>Teachers</p>	<p>September to June</p>	<p>Administration, Mentors, Instructional Coaches</p>
<p>Effective Leadership – Principal and Assistant Principal will conduct monthly observations of all staff, collect data with the support of Talent Unlimited, give clear, strategic and actionable feedback and provide targeted Professional Development aligned to the feedback of observations and track teacher MoTP data towards school goal.</p>	<p>Teachers</p>	<p>September to June</p>	<p>Administration, Mentors, Instructional Coaches</p>
<p>Rigorous Instruction/Supportive Environment – School leaders with the support of outside consultants will calibrate their use of the Danielson rubric in the classrooms in a series of School Walkthroughs to construct a common vision of assessment for all administrators as well as coaches and mentor teachers.</p>	<p>Students, Teachers</p>	<p>September to June</p>	<p>Community School Director</p>
<p>Rigorous Instruction/Collaborative Teachers – The administration will provide professional development related to Instructional Vision to improve teacher’s ability to enact effective questioning and discussion techniques by developing strategies for Q&amp;D related to close reading, text-based discussion and writing for argument across the content areas for ALL learners at all levels. PD can include topics such as: Effective Questioning techniques, strategic groupings and reciprocal teaching, multiple entry points, questioning as formative assessment, questioning and discussion of Learning Targets and Look Fors as well as Data Analysis, Standards Mastery, and Rubric development. At PD’s Vertical Teams will present a successful strategy for Questioning and Discussion based on data.</p>	<p>Parents, Parent Leaders</p>	<p>September to June</p>	<p>Community School Director, Parent Coordinator</p>

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal & Assistant Principal – Overseeing ADVANCE – progress of individual teachers towards Instructional Focus

Community School Director, Social Workers, CIS Director, Grade Team Leaders – progress of individual students toward goals

Principal, Assistant Principal, Vertical Team Leaders, Consultants – Progress of Teacher Teams towards goals

**Part 5b.** 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

### Part 6 – Progress Monitoring

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

1 – By October, all teachers will be paired with a Coach/Mentor and have SMART Goals and an Action Plan based on their individual data. By December, teachers and Coach/Mentors will have met at least twice a month around the Action Plan and have used Observation feedback to monitor and adjust goals. In October, administration set up a Google Doc to share Observation Feedback and next steps with all consultants. In October, administration developed two TIP plans for developing teachers. In December, Coaches set up common binders for all content Vertical teams so teacher could collect best practices, data, and Danielson related instructional strategies developed by Vertical Teams. By February, administration will collect Danielson data for all teachers. By February, 60% of teachers will have met the goal of moving one rubric level in Questioning and Discussion. By May, 90% of staff (19 out of 22) will have met the goal of moving one rubric level in Questioning and Discussion.

2 –By October, all teaching staff had their Initial Planning Conference to review MoTP and MoSL data to set goals and present plan to support teacher effectiveness as well as one informal observation by Administration with feedback provided to teachers in a non-evaluative database for coaches and mentors to use to support teaching staff. Administration and PD Coach meets weekly with Coaches and Mentors to discuss how to support teacher practice related to Observation Feedback. In December, Coaches were given preliminary Danielson scores for all their mentees to develop target areas. In December, teachers opened Google Classroom trackers to describe their professional development work related to observation feedback. In December and January, administration will do 1-2 more observations of returning staff and new or developing teachers with feedback provided to teachers, coaches and mentors. In February, the Administration will meet with coaches and mentors to monitor goals and action plans based on January observation data and student outcomes. By March, administration will have completed at least three to five observations of teaching staff and provided feedback to teachers, coaches and mentors. Administration will meet with Coaches and Mentors to specifically target any teachers struggling to meet their goal. By May, administration will have completed all observations and will meet with each teacher to review Action Plans and set up goals for the next year in order to calibrate in all areas of the rubric especially questioning and discussion.

3- In October, school leaders conducted one Walkthrough to calibrate observations between the Principal and the AP. School leaders also were supported in a walkthrough related to the Arts. In December, Math Consultant did a model lesson to show Questioning and Discussion techniques for an ICT class. In November and December, MSQI coach did two models (one for ELA, one for Math and one for Science) modeling Academic Language Acquisition, in November, the Literacy Coach modelled Questioning and Discussion techniques for Social Studies team for an ICT class. In January, the MSQI coach did a second modelling of Language Acquisition combined with questioning and discussion strategies for the ELA team. In February, the school leaders, consultants and mentor teachers will have collaborated on one Walkthrough calibrating on the Danielson Rubric. By March – School leaders will have done at least three school Walkthrough on calibration, teachers may be invited as well to promote understanding of the Danielson rubric.

By May – the school will have completed at least four Walkthroughs with administration, collaborating staff to be decided.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>Based on the IIT from the DTSDE of the State, FLHMS’ strengths for Tenet 6 are: “The school leader provides opportunities for parents to stay informed about overall school priorities, expectations and policies” and “teachers are accessible by phone and respond quickly when contacted” and “the parent coordinator, who also speaks Spanish, is available to assist them when they have concerns...” and “parents state they sometimes have opportunities to discuss with individual teachers how they can support their child’s learning,” and “parents reported receiving progress reports monthly”(p.11).</p> <p>FLHMS needs to work on the following: According to the IIT, parents felt “the school has not canvassed their views on the effectiveness of the school’s current communication strategies” and could “offer specific workshops to provide tips and strategies for parents to help with their child’s learning” and “expand the numbers of family conference dates around the issuance of progress reports since the progress reports are not currently available in Spanish” (p.11)</p>		

**Part 2 – Summative Vision for Strong Family and Community Ties**

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> <li>Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?</li> <li>How does the school provide support to families so that they understand and can take an active role in what their child is learning?</li> </ol>
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3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

As part of welcoming the families to the “new” Fannie Lou Hamer Middle School, the school with the support of our CBO partner, Talent Unlimited, would hold an Open House in early September to share the new Instructional Focus for the year. The school would begin to communicate the Instructional Focus prior to September with a newsletter and written introductions to our CBO partner. Over the summer, if possible, our new CBO partner and school staff would outreach to families about the Instructional Focus for the upcoming year. Talent Unlimited is very clear about the role of family in building a Community School. All school staff work to build a positive atmosphere. FLHMS personally answers all phones. Our Parent Coordinator is bilingual so families can get questions answered in their home language. Our current School Safety Agent is welcoming, regularly hands out calendars, and makes sure she is assigned to evening parent activities so she can personally greet families. Talent Unlimited and FLHMS Parent Coordinator will continue to work with School Safety to keep them informed of all school events.

Fannie Lou Hamer Middle School has worked hard to build a climate of trust with parents and community members, and it will continue to build on this strength as it moves into its school transformation plan. In addition to the Parent Coordinator, each student is paired with teacher as an “adviser”. The Adviser is the bridge between home and school for academic and behavioral updates and makes phone calls home regarding any student issues. The Adviser also supports each family in understanding the Instructional Focus through discussions of student Progress Reports and Report Cards during Family Conferences. Each Adviser takes 20-30 minutes to go over all aspects of a student’s progress with the family in their preferred language.

To increase awareness of family questions and concerns, during the planning process, Talent Unlimited will help the school make connections with parents as well as agencies that can support student success, and help determine an effective communication plan that reaches a variety of stakeholders. TDS staff meet with families and school and district community members to outline the components of the model, explain how they benefit students and their families, discuss opportunities for families and the community to become involved with the school’s implementation efforts, and answer questions and concerns regarding implementation of the model.

Talent Development Secondary schools participate in the National Network of Partnership Schools, a program developed and extensively tested by Dr. Joyce Epstein at Johns Hopkins University. The network brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school-family-community partnerships. As part of the network, TDS schools establish action teams that plan, carry out, and evaluate school, parent, and community partnership activities that support students’ learning and school success. Fannie Lou Hamer Parent-Teacher Association (PTA) will play a key role in enabling parents to be continually informed of and involved in their children’s education. In addition, the Fannie Lou Hamer Building Leadership Team and Parent Resource Center will be instrumental in appointing an action team of school, family, and community members. This action team will be trained to use a framework of six types of involvement to plan and implement a collaborative effort to help develop and support the school transformation plan. These six types of involvement are: **parenting, communicating, volunteering, learning at home, decision making**, and **collaborating with the community**. In addition, Fannie Lou Hamer staff will participate in the National Network of Partnership Schools, a program developed and extensively tested at Johns Hopkins University that brings together schools, districts, and states committed to developing and maintaining comprehensive programs of school-family-community partnerships using a framework of six types of involvement (Parenting, Communicating, Volunteering, Learning at Home, Decision-making, and Community Collaboration) to support FLHMS staff in learning about new ways to approach family-school partnerships.

Talent Unlimited will help the school share its Instructional Focus throughout the school year in Open Houses, Newsletters, and Workshops. Understanding each part of the Instructional Focus (Reading, Discussions and Writing) would be the topics for academic workshops. Talent Unlimited and Children’s Aid Society would also provide parent education workshops on Financial Literacy, Nutrition, English as a Second Language, Exercise Classes, Technology Classes

and Immigration workshops. These forums are also opportunities for School/CBO staff to meet and connect with families as well as making connections during events such as performances and expositions, school career fairs, and quarterly report card conferences. Resources and services the school will provide the community include encouragement and support in the challenges of parenting, as well as marshaling the talents and energies of students in performing community service projects and volunteer internships.

For families and students needing more support, the Talent Development Community School Director will work closely with the school social worker and CBO partner to enhance family outreach. Using the Early Warning Indicator database, the school and CBO partner will meet with parents to examine student data in the areas of Attendance, Behavior, and Course Performance. On an academic level, teacher teams use EWI data to identify students needing **targeted interventions** to help them address academic and behavioral-emotional concerns and share these concerns with students and families affected. Such interventions might include special-help labs and tutoring, a reflection room, or a grief support group. Finally, for students whose needs require **intensive interventions**, teacher teams work with the school social worker to identify resources both inside and outside the school building to provide the needed supports. During this process, all parties will work with the family to ensure the needed supports are put in place.

### Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school with the support of CBO partner will have a 18% increase in parent involvement in all areas (academic, social and emotional developmental health) provided by the school in partnership with our community based organizations to support student success as measured by parent participation in the school Learning Environment survey from 42% to 60%.

### Part 4 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
Strong Family-Community Ties/Rigorous Instruction/Effective School Leadership – the school with the support of Talent Unlimited will share the Instructional Focus through workshops, newsletters and conferences and support the distribution of the Parent Survey	Families	Monthly	Administration, Community School Director, Parent Coordinator

Strong Family-Community Ties/Rigorous Instruction – the school with the support of Talent Unlimited will educate families about the details of the Instructional Focus (reading, discussion and writing) and how they can support that focus at home.	Families	Monthly	Administration, Community School Director, Parent Coordinator, Lead Teachers
Strong Family-Community Ties/Trust/Collaborative Teachers – the school with the support of Talent Unlimited will communicate to each the progress of their child based on the Instructional Focus and using data collected about each child’s progress. Weekly Computer time will be offered each weekend so families can stay up-to-date in tracking their child’s performance.	Families, all students	Monthly and Weekly	Community School Director, Advisers and Parent Coordinator
Strong Family-Community Ties/Trust/Supportive Environment – the school with the support of Talent Unlimited will communicate and problem-solve with families and students any inhibitors to success using Early Warning Indicators database.	At-Risk Students and their families	Monthly and as needed	Community School Director, Advisers, Social Workers

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Using the support of the Community School Director from Talent Development, and the Parent Involvement Coordinator from Children’s Aid Society, the administration will organize parent involvement events at the beginning of the year. By calendaring newsletters and events on a Parent Calendar, families will be informed of monthly events and our CBO partners will work with teachers to inform families weekly. The Community School Director with the student Advisers will work with families monthly on the progress of their child during after school time allotted for family communication. The school will structure school time to hold conferences for at-risk students to share intervention plans with family input.											
<b>Part 5b.</b> 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 SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**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. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In order to increase Parent Involvement, the school will:
1 – October – Talent Development, FLHMS’ CBO partner takes the lead on Parent Engagement while Parent Coordinator is on medical leave. The Community School Director with the support of an Americorps Intern, and the Parent Involvement Coordinator from Children’s Aid Society create multiple initiatives to increase parent involvement in the school. A 6 <sup>th</sup> Orientation in August introduces new families to the school. At Open School Night, families are introduced to the Instructional Focus. The school hosts an election and a Title One meeting. The school also hosts a celebration of 100% attendance and elects new members to the PA and SLT.
2- October – "One on one" sessions, personalized meetings with parents, occur on a continuous basis to increase the development of genuine relationships between parents and the school. Communication channels have been

diversified so that outreach for family events occurs through written communication, email communication, text communication and by telephone using a systematic phone banking protocol. All communication is bilingual to assure that all families are able to understand. School organizes a workshop geared to the families of ELL's to educate families about the Instructional Focus. A system of data collection was implemented via excel spreadsheet in order to track family presence and attendance at several parent/family events.

3- October – One parent workshop includes strategies to support families with their child's progress towards the Instructional Focus and the connection to Grading Policy. Parent representatives were elected for the School Leadership Team and the Parent Association in the fall, and regular meetings for both entities have taken place on monthly basis. In each of these settings, feedback from families is assessed verbally or visually on interactive surveys capturing needs, concerns, and ideas for implementation. Parent leadership was sought out to develop and deepen the understanding of an additional team structure for implementation: the Community School Team.

4- October – Student Intervention Team identifies students who need more support. Parent outreach and communication to at-risk students is a regular feature of student intervention team meetings as a strategy to address student concerns documented in the New Visions Student Sorter.

1 - December – Talent Development, FLHMS' CBO partner continues to lead on Parent Engagement while Parent Coordinator is on medical leave. The Community School Director, an Americorps Intern, and the Parent Involvement Coordinator from Children's Aid Society continue to plan initiatives to increase parent involvement in the school. Children's Aid creates a series of Saturday Academy Classes such as ESL, Exercise and Introduction to Computers. The School sends out Holiday Cards encouraged good attendance.

2- December – The Community School Director continues to hold "One on one" sessions, personalized meetings with parents, to increase the development of genuine relationships between parents and the school. Already identified parent leaders call families to encourage participation at school events such as November Family Conferences and a December Women's Wellness Workshop. The School continues to use written communication, email communication, text communication and by telephone using a systematic phone banking protocol to increase parent involvement. All communication is bilingual to assure that all families are able to understand. Data collection of Family Involvement continues to be tracked.

3- December – Advisers explain the Instructional Focus, Standards and their connection to each student's progress as part of November conferences based on evidence in a school database that tracks the performance levels of all students in ELA and Math. The Community School Director continues to work with parent leadership to support parent participation in PA and SLT.

4- December – At Family Conferences, students who are struggling to progress are discussed with families to make a Positive Intervention Plan. Student Intervention Team identifies students who need more support. The School Social Worker and Guidance Counselor make outreach to families to schedule conferences. The AP and Guidance Counselor do Home Visits to families in need to bring clothing and discuss student progress.

1 - March – School gains an ATR Parent Coordinator who will get training from the Community School Director. The Community School Director, an Americorps Intern, and the Parent Involvement Coordinator from Children's Aid Society continue to plan initiatives to increase parent involvement in the school. Children's Aid continues their series of Saturday Academy Classes. The Guidance Counselor and the PE Teacher begin two exercise classes, one for Women and one for Men. AP will work with the men's group to develop team coaches for student leagues.

2- March – The Community School Director continues to hold "One on one" sessions, personalized meetings with parents, to increase the development of genuine relationships between parents and the school. The CSD works with Parent Leaders to do their own "one on one" sessions with parents. Already identified parent leaders call families to encourage participation at school events such as March Family Conferences. The School organizes a workshop on student success around Promotion in Doubt letters and discusses the Mission and Instructional Focus of the school.

Resources to support learning at home are handed out. The School uses Family Conferences to hand out the Learning Environment Survey. Data collection of Family Involvement continues to be tracked.

3- March – All families receive a January and February Progress Report as well as Promotion In Doubt letters if students are at risk. Advisers explain the Instructional Focus, Standards and their connection to each student's progress as part of March conferences based on evidence in a school database that tracks the performance levels of all students in ELA and Math. The Community School Director continues to work with parent leadership to support parent participation in PA and SLT.

4- March – At Family Conferences, students who are struggling to progress are discussed with families to make a Positive Intervention Plan. Student Intervention Team identifies students who need more support. The School Social Worker and Guidance Counselor make outreach to families to schedule conferences.

1 - May – Parent Coordinator, Community School Director, Americorps Intern and the Parent Involvement Coordinator from Children's Aid Society continue to plan initiatives to increase parent involvement in the school. Children's Aid continues their Saturday Academy Classes. The Guidance Counselor and the PE Teacher continue exercise classes for Women and Men. AP will work with the men's group to develop team coaches for student leagues and organize a Mother's Day event.

**Part 6b. In February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
<p>The school will build an Extended Learning Academy to serve all 268 students in the school to increase the student grade-level performances in ELA and Math from 8.7% of students at Level 3 or 4 in 2014 to 15% of students at Level 3 or 4 in 2016 on State ELA exam and 10% of students at Level 3 or 4 in 2014 to 17% of students at Level 3 or 4 in 2016 on the State Math exam, in the following configurations:</p> <ul style="list-style-type: none"> <li>• School will program with CBO partner in a split schedule. Program A for 6<sup>th</sup> and 7<sup>th</sup> grade - CBO partner will see 180 students per day on Monday and Tuesday (6<sup>th</sup> &amp; 7<sup>th</sup> grade) with the support of Children’s Aid Society while teachers are in PD. 2 or 3 teacher may be available to support depending on Professional Development Activity. On Wednesday, Thursday, Friday, the CBO partner, Children’s Aid Society and FLHMS will to see 268 students during Extended Learning Time. On Saturday, the CBO partners and the school will work with 90 students for at least 2 hours making up for Monday and Tuesday for a total of 180 hours for the school year.</li> <li>• School and CBO partner will plan Vacation Academies throughout the school year which will not be mandatory for a total of 30 hours during the school year.</li> <li>• School and CBO partner will build a Summer School and Summer Enrichment program mandatory for AIS students with Enrichment opportunities for all students for a total of 60 hours for July and August.</li> </ul>

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
n/a				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

- 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.
- What new content areas and opportunities will be offered to students?
- 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.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

Expanded Learning Time – Advisers work together to provide interventions for SE, AIS, PID and ELL students during Expanded Learning Time. While advisory usually meets during the school day, some of the activities continue into Expanded Learning Time which allows for flexible programming. Advisories can go on trips to colleges, to Nature’s Classroom (an overnight outdoor environmental education center in Connecticut) and local museums and parks 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. Teachers worked with students during ELT to organize Talent Show with student performances from all grades. FLHMS students also formed a student government and representatives met during ELT to organize and lobby for issues that are important to them. Teachers also organized “clubs” for Foreign Language using Rosetta Stone and Book Clubs. During ELT, FLHMS has also been able to develop a wide variety of Sport Teams to round out our Academics including Girls Basketball, Wrestling, and Track & Field. Through our After School program (also during ELT) 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 the FLHMS 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. CAS provided a co-ed counseling program to all at-risk students to talk out their feelings on teen related subjects. CAS and FLHMS worked collaboratively to provide simultaneous Saturday Programming so parents could take Financial Literacy, ESL or Zumba classes while students were getting ELA or Math tutoring from teaching staff. Families also have access to immediate outside counseling in the community through TFC after school or on Saturdays. 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 especially in Extended Learning Time is the use of Technological Interventions. In addition to Smart Board technology that allows teachers immediate access to the internet to provide multiple entry points, 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, using Moby Max and IXL for math fluency, 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. This easy access to assignments allows Extended Learning Time teachers to individualize assignments with strategic groups of students based on standards mastery. FLHMS has worked with CAS so CAS tutors can continue the work with students at their HW help sessions. The school also provides a Summer Expanded Learning Time with the support of Children’s Aid Society. The teaching staff from FLHMS provide summer academic intervention around CCLS-aligned curricula and afterwards CAS provides enrichment programming in sports, the arts and trips to NYC cultural institutions through to August.

A proposed initiative is to provide Extended Learning Time over Holiday Breaks with the support of CBO partners in academics, athletics and the arts. These ELT academies would be voluntary and open to all FLHMS students. A summary of all ELT events is outlined below:

- 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. Students will be instructed by core curriculum teachers, Special Educators and ESL teachers. Enrichment will be provided by CBO partner. AP and CBO leadership will oversee the program. The program will be mandated. Parents will be informed throughout the summer of this requirement. All students will be kept after school to participate.
- Strategy 2 – Vacation Academy – students will attend Vacation Academy for academic and enrichment activities. Teachers will use a combination of on-line activities and project based learning to increase engagement. Students will be instructed by core curriculum teachers, Special Educators and ESL teachers. Enrichment will be provided by CBO partner. AP and CBO leadership will oversee the program. This part of the program will be voluntary and by permission of the family.
- Strategy 3 – Summer Academic and 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. Students will be instructed by core curriculum teachers, Special Educators and ESL teachers. Enrichment will be provided by CBO partner. AP and CBO leadership will oversee the program. This part of the program will be aligned to promotional expectations and families will be informed prior to the summer session if their child is required to attend as part of their promotion.

#### **Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** 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.
3. Explain how you will evaluate the program to assess impact on student achievement.

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.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

1. Extended Day – Sept-June
2. Vacation Academy – December, February, April
3. Summer Enrichment – July to August

#### **Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

All academic 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. Funding used will include Priority, NYSTL, Summer School Shared

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>C4E</b>
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	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
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**Part 6 – ELT Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Extended Day – All students are receiving 5 hours of additional academic instruction during the school’s Extended Learning Time Program Monday through Friday. During this time students are grouped strategically to receive either intervention or enrichment support in literacy or math. Some students are provided targeted counseling. Classes include ESL for newcomers, Book Clubs, Math Clubs, Literacy Circles, Girls Who Code, Citizen Science, Current Events and Technology and Rosetta Stone (to name a few). In addition, all students will be invited to attend a 7 week Saturday Academic Enrichment Program which began in March. Students are given benchmarks three times in one trimester, then program is monitored after each Trimester for student success on key Benchmarks. Student progress is monitored in Progress Reports and in the March and June Report Card</p> <p>Vacation Academy – Student participation will be monitored by CBO partner in December, February and April Breaks</p> <p>Summer Enrichment – Students are given a portfolio placement assessment in June and re-assessed in August.</p> <p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>
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## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- By June 2016, the school and CBO partner will use a common Instructional Focus to leverage the resources of the school to increase the student grade-level performances in ELA and Math from 8.7% of students at Level 3 or 4 in 2014 to 11.6% of students at Level 3 or 4 in 2016 on State ELA exam and 10% of students at Level 3 or 4 in 2014 to 14.3% of students at Level 3 or 4 in 2016 on the State Math exam.
- By June 2016, the school with the support of CBO partner will develop and use Early Warning Indicator system to track and support the academic progress of students who have been Chronically Absent and reduce the % of Chronically Absent students from 37% in 2014 to 30% in 2016.
- By June 2016, the school with the support of CBO partner will improve the grade-level proficiency of SWD and ENL students by moving SWD students reaching grade-level proficiency from 4.3% to 10% in ELA and from 0% to 10% in Math and move ENL students from 0% reaching proficiency to 10% on both the ELA and Math State Exams, as a result of teachers using formative assessments to develop instructional strategies to respond with feedback to leverage the performance of individual learners with the support of Professional Development from CBO partner.
- By June 2016, the school leadership will provide clear, strategic and actionable feedback in observations that will lead all teachers with developing or ineffective ratings in Instruction (Using Questioning and Discussion, Engaging Students in Learning or Using Assessment in Instruction) to increase their effectiveness by one Danielson rated rubric level between September 2015 and June 2016. The school supported by the CBO partner will create a strong professional development program that addresses teacher driven goals in targeted areas of Instruction.
- By June 2016, the school with the support of CBO partner will have a 20% increase in parent involvement in all areas (academic, social and emotional developmental health) provided by the school in partnership with our community based organizations to support student success as measured by parent participation in the school Learning Environment survey from 42% to 60%.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

In ELA, AYP was not met for Hispanic or Latino students, Students with Disabilities, and Economically Disadvantaged students. For Math, AYP was not met for Hispanic or Latino students, Students with Disabilities, Limited English Proficiency, and Economically Disadvantaged students. We will focus on these subgroups to meet AYP in all areas.

To meet AYP in all areas, we will continue:

- Data inquiry teams to target student subgroups and identify strategies to address student achievement gaps
- Promote the use of questioning and discussion techniques in the classroom, to promote critical thinking, using visuals, creating multiple entry points, using sentence starters, and scaffolding
- Foster collaboration amongst teachers resulting in the push-in model for instruction involving Special Education and ESL teachers across all grades.

- Continue to build in common planning time in teachers' schedules to facilitate planning time and Early Warning Indicator (EWI) meetings for teachers and para professionals.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Fannie Lou Hamer will engage in collaboration and partnerships with Johns Hopkins University. We will implement a research-based school improvement model from Johns Hopkins University. In partnership with Johns Hopkins School of Education, the program will provide three layers of tiered support to our school community. Talent Development Secondary: a program at Johns Hopkins University that specializes in research and comprehensive school reform models to address off-track indicators by working with teachers and administrative staff utilizing data and curriculum.

Talent Development Secondary (TDS) will partner with Fannie Lou Hamer to provide at-risk students with the tools to improve academic achievement. Working with administrators and teachers, the Community Coordinator, Communities in Schools Site Coordinator, and Instructional Facilitators set goals based on students' attendance, behavior and course performance. They develop a strategic plan, implement an early warning system to identify struggling students, and regularly review the data. Teachers and the TDS team craft individual student plans that include more math and English time and teacher teams with shared planning time. For the neediest students, TDS helps form support groups and connects them with community resources. They intervene to help resolve problems, celebrate positive behavior, and involve students in service learning and enrichment programs. TDS will introduce to SaferSaner Schools™ Whole-School Change through Restorative Practices. The International Institute for Restorative Practices (IIRP) provides a comprehensive two-year school implementation program using a pro-active approach to whole-school climate change based on communication and responsibility. IIRP will assist the school leadership team and staff to develop a customized plan based on needs and goals, organize professional learning groups (PLG), and provide onsite professional development.

To encourage families to engage more with the staff of Fannie Lou Hamer, we will continue participation in the weekly scheduled time provided to teachers exclusively for parental outreach. We will coordinate an annual Title I Parent Curriculum Conference, host three scheduled Family Conferences and coordinate family conferences on an as needed basis throughout the school year. We will work to develop parent leaders to encourage meaningful parent participation on School Leadership Teams and the Parent Association.

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School 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 with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The school administration and Community School Director will partner in implementing the Community School program. Data collection and analysis informs the CBO and school leadership in prioritizing identified needs. An essential component of the TDS model is data-driven discussion at grade-level team Early Warning Indicator (EWI) meetings, focusing on the ABC's—attendance, behavior, and course performance.

The EWI System relies on monthly and quarterly student data. For each grade, student data profiles for attendance, suspension/discipline, and course performance are constructed and reported on a monthly and quarterly basis to Johns Hopkins University. The data is consolidated and returned to the school to analyze grade-level success and areas of focus. Individual student data is reviewed by an interdisciplinary grade-level team on a weekly basis to create, coordinate, and monitor interventions for students who are exhibiting early warning signs.

Classroom observation data from principals and assistant principals using evidence collection tools such as the Observation Tracker will provide feedback to teachers while informing TDS and school leadership about areas of professional development and practice to be prioritized. Data will inform decisions made at weekly Leadership Meetings.

Three times per year, a TDS Implementation Review will be conducted with school leadership. The process provides a forum for honest assessment and feedback involving all parties in using those assessments to set new goals and a process for achieving those goals. In the implementation review meeting, the current status of implementation will be examined and recommendations will be made for improvement. Action plans are created based upon the discussions, and these action plans will become the focus for the School Transformation Planning process with the team.

To ensure that teacher teams implement interventions in a timely manner, they will review student data weekly and use interim assessments and progress reports every five weeks to identify the progress of struggling students. This systematic approach to data collection and analysis offers a comprehensive scheme for individual student assessment to occur over time under many conditions.

The TDS Action Plan, which is updated weekly, is the document that provides assurance that TDS and the school are accomplishing, evaluating, and modifying training, support and professional development.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

On-site full-time School Transformation Director/Community School Director

Partnership with Communities in Schools for mental health services

On-site full-time Social Worker to coordinate mental health services

ELA Coach – once a week for CCLS support in ELA

Math Coach – once a week for CCLS support in Math

Professional Development Retreat – for School Leadership development

Professional Development Workshops – on specific topics with outside speakers to leverage curriculum and instruction

Instructional Resources – to build CCLS aligned curriculum

Instructional Resources – to build curriculum for social emotional well-being

Sub-contracting with CBO's - to build a robust Extended Learning Time for academics, arts, science and athletics

**Part 3c.** Timeline for implementation and completion, including start and end dates.

1 - Using the database of standards based assessments, the Leadership Team with the support of the Community School Director will track the progress of each grade team by: January – the progress of all students in each grade toward the goal of proficiency using Periodic Assessment data, by June – the progress of all students towards goal of proficiency using Periodic Assessment data, by September – the progress of each grade team on State Exam.

2- Supported by Talent Development Community School director, the school will develop an EWI data base so that by January, the CBO will do weekly check-in's with "Student Intervention Team" checking the agenda for the Fall tracking interventions and attendance of CA students; By June, the Community School Director and Administration will check "Student Intervention Team" weekly agenda for Winter and Spring tracking interventions and attendance of CA students

3 – Using the database of standards based assessments, the Leadership Team with the support of the Community School Director will track the progress of each grade team by: January – the progress of all SWD's and ELL's in each grade toward the goal of proficiency using Periodic Assessment data, by June – the progress of all SWD's and ELL's towards goal of proficiency using Periodic Assessment data, by September – the progress of each grade team on State Exam.

4- Using the database of standards based assessments, MoSL and MoTP data, the administration will track the progress of each teacher by: January – the progress of all towards increased proficiency in one Danielson indicator in Instruction, by June – progress of all teachers towards increased proficiency in two Danielson indicators in Instruction.

5- Using the resources of Talent Development (Community School Director and Social Worker), parent surveys will be analyzed in the Fall by November, participation by parents will be discussed and analyzed with PA and Leadership Team by January, Talent Development will support the training of parent leaders to help with the Survey collection. By March, surveys will be distributed and counted with a push for increased involvement throughout the school.

**Section 8: 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	Extended Day 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		Small Group	School Day
			Small Group and Tutoring	Extended Day and Saturdays

		Differentiated Small Groups – using Common Core Standards Reading & Writing for Information.		
<b>Social Studies</b>	CCLS-Aligned Benchmarks  CCLS-Aligned Benchmarks	Extended Day program & Saturday Academy, if they need more support with science concepts.  Differentiated Small Groups – using Common Core Standards Reading & Writing for Information.	Small Group and Tutoring  Small Group  Small Group and Tutoring	Extended Day and Saturdays  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  Anecdotal Evidence  IEP  IEP  Teacher Requested	At Risk Group Counseling  At Risk Individual Counseling  Mandated Group Counseling  Mandated One-to-One Counseling  Advisory Support Sessions	Group  One-to-One  Group  One-to-One  Group	School Day  School Day  School Day  School Day  School Day & Extended Day

## Section 9: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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, staff, and paraprofessionals 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>

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.

5 – Behavior Intervention Plan PD’s for paraprofessionals – paras attend year-long training to prepare them for dealing with behavior in the classroom.

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.

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.

### **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/information, 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 (RSCEP) 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 '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	300,668.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,049,987.00		

#### <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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an 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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) 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.

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**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**

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: \_\_\_\_\_

**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: <u>Fannie Lou Hamer Middle School</u>	DBN: <u>12X286</u>
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: <u>39</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>3</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ 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 challenged 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

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: Headsprouts, Raz-

**Part D: Parental Engagement Activities**

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 and curriculum development contracts.</li> </ul>	_____	_____
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>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

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 ENL teacher, and one parent.

Principal <b>Lorraine Chanon</b>	Assistant Principal <b>Stephen Walton</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Eric Nolan</b>	School Counselor <b>Ericka Arenas</b>
Teacher/Subject Area <b>Jacqueline Tenaglia / ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jonathan Fernandez / Math</b>	Parent Coordinator <b>Marisol Vicente</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Wladimir Pierre</b>
Superintendent <b>Rafaela Espinal</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>1</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>268</b>	Total number of ELLs	<b>45</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	44	<b>Newcomers</b> (ELLs receiving service 0-3 years)	31	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	9	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	10	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	33			10			2				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## 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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

\* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	16					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							4	4	6					0
<b>Emerging</b> (Low Intermediate)							1	4	7					0
<b>Transitioning</b> (High Intermediate)							3	1	1					0
<b>Expanding</b> (Advanced)							7	2	2					0
<b>Commanding</b> (Proficient)							0	2	5					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							1	2	5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8				0
7	14	2			0
8	6	1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	10		1						0
7	15		5						0
8	8		2						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	6		3		1				0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 from the previous spring. Assessments that are used during the current school year include the DRP, Fountas and Pinnel Benchmark Assessment System, ELL interim assessments, Words Their Way spelling inventory and Word Generation. This information will provide us with a detailed description of where our ELL students are with their comprehension, phonetic awareness, reading strategies, and academic vocabulary acquisition. This data will help us form our strategic reading groups and reciprocal teaching groups. 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
It is our observation that low NYSESLAT writing scores is the primary factor preventing students from reaching the proficiency level. Many of our students' writing scores went down from the previous year. We are addressing this with an increased emphasis on writing and writing mechanics to expand and reinforce English proficiency skills and literacy. We will also take a closer look at the newly revised NYSESLAT to see how our instruction aligns to it's current demands. 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
We use this data to analyze the connections between years of service and NYSESLAT proficiency, ELA and math progress and performance. We also provide added support for students who are holdovers, SIFE, or have disabilities.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Instruction for ELLs is guided by a process that is based in data. The first step in the process is to determine their baseline academically and to learn more about their linguistic and personal history. This includes completing the HLIS form as well as taking the NYSITELL and, if applicable, the Spanish Lab. ELLs take, alongside the general population, the DRP. If they score below a certain level according to their grade level, the student will be administered a secondary diagnostic, a running record. If a student is suspected as being a SIFE, he or she is given the SIFE questionnaire. Once these baseline procedures are completed, and a program selection is completed, ELLs will receive strong core instruction that combines academic and social language instruction with rigorous content instruction. If students are still struggling, we try to pinpoint the problems that the student is having, and reflect on the practices of the student's teachers. We try to devise an intensive tier 2 plan based on his or her needs.

6. How do you make sure that a student's new 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.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

We evaluate the success of the program based on several items. First during the school year we use reports from the ELL interim assessment. 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 New Language (ENL) 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 ENL 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 ENL 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 ENL certified teacher or ELL Specialist to determine whether a child is eligible for ENL, and entitled to services. If eligible, the process is explained to the parent/guardian and the child is administered the NYSITELL assessment. If the child is tested, an ENL certified

teacher or ELL Specialist scans 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 NYCITELL are given a letter of Non-Entitlement. This process lasts no longer than ten days.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 days of enrollment teachers who suspect that a student might be identified as SIFE or SLIFE informs the ENL teacher. The ENL teacher or a translator will administer the Oral Interview Questionnaire. If more information is needed the ENL teacher or another qualified teacher will administer the LENS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

The Language Proficiency Team, including a Special Education educator, an ENL educator, and a classroom teacher evaluate the student's work and evidence of the student's language development. Based on this, the team decides whether or not the student should take the NYSITELL. If the student is deemed okay to take the NYSITELL, the enrollment process continues normally. If it is decided that it is in the student's best interest to not take the NYSITELL, the case is brought to the principal. If it is agreed that the student should be exempt from the assessment, the case is brought to the attention of the superintendent. If the superintendent agrees, the parent is notified that the enrollment process stops.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher is in charge of making sure that all parents whose children took the NYSITELL are notified in writing in a timely manner. Within five school days of a scanned score, the ENL teacher will send home a letter informing a parent if his or her child is entitled or not entitled to ENL support. These letters are sent in the language preference indicated by the parent at the time of enrollment.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide](#), [Re-Identification of ELL Status](#) section).

Parents are informed that they have the right to appeal ELL status during the Parent Orientation, as well as through home contact from the parent coordinator and the ENL teachers. If we receive a written statement from the parent or guardian of an ELL or non-ELL requesting the right to appeal within 45 days of enrollment, the Re-identification process begins with a timeframe of ten days for completion, if the CSE is not to be contacted. Copies of such letters are stored in the ENL binder, located in the ENL instructor's office. The ENL instructor and the parent coordinator are responsible for this process.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parent choice forms are sent home with the student in language preferred by the parent. Parents are also asked to attend an ENL orientation either during the school day or in the evening. Here their choices are clearly explained and any questions answered. This orientation is to occur in the beginning of the school year. 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. Parents are also notified that the default placement is a bilingual program when the survey is not returned. This occurs within ten days of enrollment. If a program from one year becomes unavailable the next, both the parent coordinator and the ENL teacher reach out to families by phone, by letter, and if necessary, by appointment to discuss concerns and questions.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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 selection is vital to our programming and instruction. All forms are filed and maintained in the main office. If a program from one year becomes unavailable the next, both the parent coordinator and the ENL teacher reach out to families by phone, by letter, and if necessary, by appointment to discuss concerns and questions.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

All selection forms are maintained in the main office. The ENL teacher and the parent coordinator update a record every time a selection form is returned. For those forms that have not been completed and returned, a phone call home is made to ensure that the family understands that by default the student will be placed in a bilingual program in the absence of a form.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are distributed to all parents of ELLs early on in the school year. The letters are sent home in the preferred language of the parents. The ENL teacher is responsible for reaching all parents in writing.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of HLIS, as well as all letters are kept in the ENL binder located in the ENL coordinator's office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The RLAT (Students Eligible for NYSESLAT) is used to identify ELLs, and the RNMR (NYSESLAT Combined Modality Report) is also used to analyze all the modalities of the NYSESLAT in order to customize instruction for our ELLs in the areas of speaking and listening, reading and writing. During the months of April and May, the NYSESLAT is administered to those students receiving ESL services to determine continued eligibility for the following school year. The speaking part of the NYSESLAT is administered one-one-one beginning in April, and is ongoing through May. The listening, reading and writing is administered in May on three separate days. These three days are in order to assure that all four components of the test are administered. The students are grouped according to grade levels (6th grade/7th and 8th). If students are absent, a phone call is made to re-emphasize the importance of completing the test within the window of administration. When the student comes back he or she takes the portion that they missed in a separate location.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement and transitional support letters are distributed to all parents of ELLs early on in the school year. The letters are sent home in the preferred language of the parents. The ENL teacher is responsible for reaching all parents in writing.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
Our ELL students are served in integrated and standalone ENL settings. ENL students are blocked together as a class that travels together where they receive service from a teacher with dual certification (content and TESOL) or co-taught with a content teacher and the ENL teacher. Entering and Emerging students are grouped together for 180 minutes/week for an additional level of support and are instructed by a certified TESOL teacher.  
ENL is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between our ENL certified teachers and classroom teachers ensure that content-based ENL instruction is complimentary to what students are learning in their mainstream classrooms. Our ENL 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 ENL program. We strive to meet the goals and expectations established by our Comprehensive Educational Plan (CEP) and our language needs assessment.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
 ENL minutes in grades 6-8 are met for one period where ELLs are grouped homogeneously and taught by certified TESOL teachers. For Math in 6<sup>th</sup> grade, students are taught by a dually certified teacher in ELA and TESOL. For 7<sup>th</sup> grade, students receive service from the ENL teacher who co-teaches with the content teacher. The 8<sup>th</sup> grade ELA teacher teaches students with ENL strategies, scaffolds, and modifications. HL support is integrated into the curriculum throughout all content classes for the ENL students.
3. Describe how core content is delivered in each program model. 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.  
 Instruction in the core content classes is in English with Spanish support when needed. Modifications to the instruction are made during the planning phase. Support and scaffolding is provided for ELLs during daily read alouds, class discussions, strategic reading groups, Word Generation lessons, debates, and presentations. Thematic planning is implemented when possible. Common routines and language are planned for and used across grades. Common Core Learning Standards are chosen with care during the planning stage and ELL scaffolding is made sure to lead to the meeting or approaching of these standards.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 each of the following ELL subgroups?  
 a. SIFE  
 b. Newcomer  
 c. Developing  
 d. Long Term  
 e. Former ELLs up to two years after exiting ELL status  
 Instruction is differentiated for SIFE students by meeting the students where they are by accepting their conditions for learning. SIFE students need immediately relevant instruction and they need to maintain interconnectedness. This can be performed without losing track of content instruction by connecting the content to the learner and to incorporate times of group work. These students need specific times where they share responsibility with others and are individually accountable. The written word needs to be scaffolded through oral interaction. These accommodations cannot take away from academic learning and there needs to be required tasks focusing on academic ways of thinking and working. Newcomers receive approximately 25% of instruction in their native language. Teachers as well as students share the responsibility of translating or interpreting in key moments of the class. Sometimes classwork and homework is translated. Sometimes homework previews what the next class will be about including key language that will be used. All newcomers have 180 minutes a week in a stand alone ENL class. Developing students have less or no translation and interpretation, depending on their levels according to the NYSESLAT as well as based on classroom observations by general ed and TESOL-educated instructors. Developing students still receive instruction based in ENL strategies, including the use of graphic organizers, sentence starters, cloze sentences, conversation starters, modeling, think time, talk time, and group work, among others. Long term ELLs are viewed through the lens of the four modalities. Where are they struggling? An emphasis in instruction is placed in their area of need, without ignoring the other modalities of language learning. Former ELLs are also grouped in the same class as the current ELLs so they are subject to the same quality instruction that scaffolds for language. All of the above categorized students receive time and a half, not just during testing, but for the daily activities that they participate in. Do nows, group work, sharing, exit tickets, for example, all take more time for ELLs and multilingual students, and we accommodate them in our planning and instruction.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.  
 Between 6 and 12 months, the principal reviews the process decision to ensure that this decision did not adversely affect the student's academic progress. The principal will meet with the ENL teacher, the parent or guardian, and the student. If at the end of this review the principal believes that the student may have been adversely affected by the decision, the principal must provide additional support services to the student and may reverse the decision within the same 6-12 month window. If the principal

decides to reverse the decision she must consult with the superintendent. Final decision is in writing, to the parent or guardian in their preferred language within ten days.

8. 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.

If a student is to receive bilingual counseling, he or she can visit the bilingual counselor in PS66, with whom we share a building. Students whose IEP mandates ENL instruction will receive instruction from the ENL teacher in co-teaching and standalone settings, with a paraprofessional if required.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. Curricular flexibility is achieved to enable diverse ELL-SWD students achieve their IEP goals by adapting the curriculum and planning for meaningful instruction without taking away the rigor of the common-core-aligned curriculum. Instructional flexibility is achieved by using proven methods of instruction in the classroom that focuses on learning preferences, language acquisition, and content knowledge. Scheduling flexibility is achieved by creating time and space for students to work in break-out groups, one on one, and to meet with appointed specialists.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

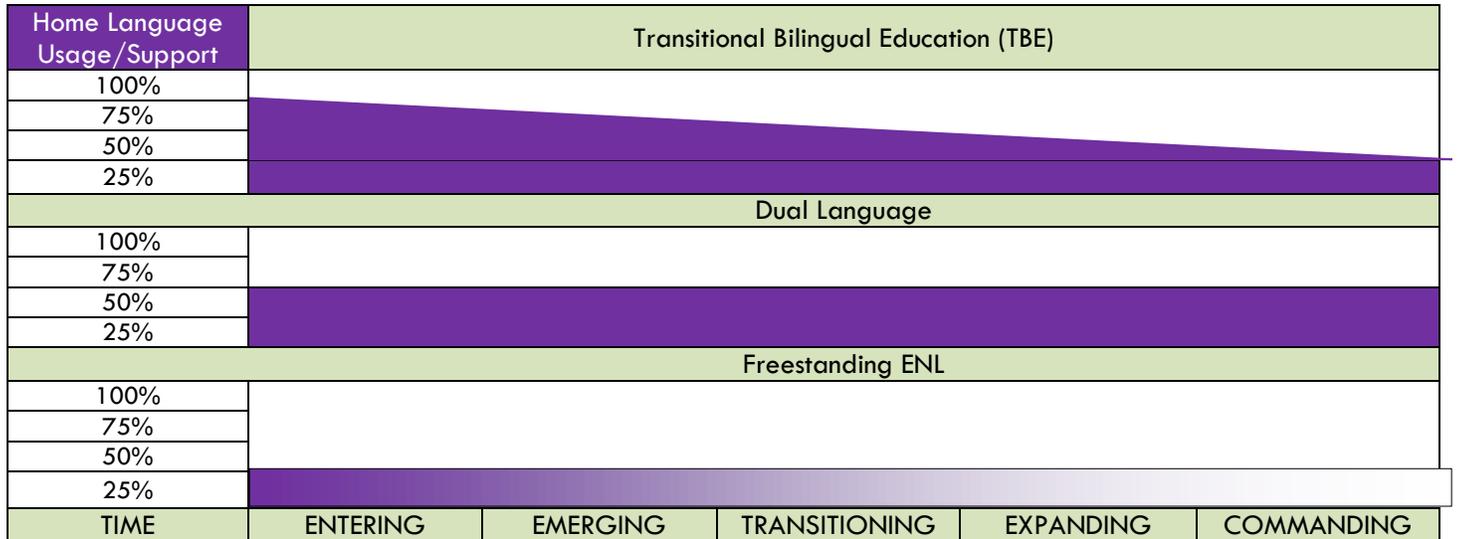


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL Teacher and/or the ELL Specialist. We also have a Student Intervention Team (SIT) which addresses the socio-emotional needs of the students. One ELL subgroup that we have targeted intervention is newcomers. In ELA, newcomer ELLs receive targeted intervention during strategic reading groups with the ENL teacher. In math, newcomer ELLs work in groups based on math ability but with support in language using ENL methodologies including native language scaffolds. In social studies and science, a similar structure is created for newcomer ELLs in that they receive support in their native language, through interpretation from the teacher or a designated peer, and translation of key instructions and content. Our groupings were based on the NYSESLAT data from the previous spring and is augmented by the results of the September DPR, the ELL periodic assessment, content state scores where applicable, and running records.
11. 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/NYSITELL scores. During the school year we access reports from ELL interim assessments to identify gains the students are making in specific modalities.

The ENL teachers support students in both language and content by pushing in to classes and providing language and content in a self-contained class. The ENL 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

12. What new programs or improvements will be considered for the upcoming school year?  
A small class of emerging and expanding ELLs in the 6<sup>th</sup> and 7<sup>th</sup> grade will meet daily with their ENL teacher.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
In addition to ELT, ELL students are offered after school tutoring - specifically designed to work on all four modalities- and Saturday Academy. In increasing their linguistic and academic performance, Reading A-Z materials, Raz-Kids, and Mimio-Headspout will be utilized in the After School to provide vocabulary acquisition, fluency and comprehension through auditory and visual practice. Additional materials will include building fluency through Reader's Theater which provides the necessary support and scaffolding needed in order to provide effective instruction to our ELL students in the areas of reading, writing, listening and speaking. Saturday Academy offers extra practice in ELA and Math.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
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 ENL 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.

17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Students arriving new to the country are placed in small groups for ENL 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.

19. 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Our new teachers are in the process of completing the state mandated requirement of 7.5 hours in ENL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition, and effective ENL 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 ENL workshops at the Fannie Lou Hamer, at the New York State Association of Bilingual Education (NYSABE) Teacher Institute, and ENL events at NYS TESOL: NYC Region. Our ENL certified teachers and ELL Specialist also conduct ENL training during faculty conferences and grade conferences. Starting this year, PD activities will go beyond the mandated 7.5 hours for all staff and will include additional activities for each group of pedagogues. 15% of all PD will address language acquisition. For ENL teachers, 50% of PD will be dedicated to language acquisition.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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
- Rtl 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.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The sixth grade team assists ELLs as they transition from elementary to middle school in a number of ways. At curriculum night, parents are told the ways that middle school differs from elementary, including more independence, more responsibilities in completing classwork and homework, as well as changing classrooms for the first time for every subject. ELLs are placed in the same class per grade so that the teachers could support them at their own pace if need be. Teachers observe ELLs to make sure that they understand and follow the routines and assess whether ELLs need intervention to help support them in their acquisition of academic language and academic habits of mind and work.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

We have an ELL team that meets bi-monthly to discuss the ELL programs and strategies for enhancing student learning. This team consists of all bilingual education/ENL teachers on staff. These certified staff members also conduct full-staff PD to meet the 15% requirement. Agendas and attendance are kept in the ENL binder located in the principal's office. These language acquisition activities include pre-reading, during-reading, and post-reading strategies, vocabulary building activities, language structures activities, cloze exercises, writing prompts, conversation starters, increasing wait time, partner talk, and content-specific language targeted activities.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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. Annual meetings with parents are conducted by the ENL teacher who works with the student. These meetings take place on a one-to-one basis and are scheduled by the ENL teacher to take place during the school day when he or she is available and/or after school in the evening, if that is more convenient for the parent. If necessary, an interpreter is there to assist.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

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. Concerns and questions can also be addressed by our Parent Coordinator. All communication, oral and written, is provided in the parents' native language.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement at the school is consistent with non-ELL parents. Parents of ELLs are invited to parent events and are made aware that language services will be provided when needed. Parent meetings aimed specifically toward the ELL parent population will occur several times a year, to inform them of the practices in our school as well as bring their voices into our school community. Traditionally, parents and families of ELLs are underrepresented in school activities, and our goal is to provide time and place to change this here. The parent coordinator's role here is to make sure that families are contacted and have a secure connection to the school by communicating with them as well as communicating with staff about family needs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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. Translation services are available.
5. How do you evaluate the needs of the parents? Evaluating the needs of the parents is a process that includes the Parent Coordinator, the ENL teacher, the certified bilingual education and TESOL teachers and the advisors throughout the school. These school personnel are routinely checking in with parents in their native language to assess their needs. Surveys are given to parents throughout the year to assess the needs of parents.
6. How do your parental involvement activities address the needs of the parents? Parental involvement activities are designed after assessing the needs of the parents. For example, if we find that a majority of parents desire ENL classes for themselves, we will work with them and a neighborhood center that provides classes to set up communication. Translated materials are available to them.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

**School Name: Fannie Lou Hamer Middle School**

**School DBN: 12X268**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorraine Chanon	Principal		9/9/15
Stephen Walton	Assistant Principal		9/9/15
	Parent Coordinator		
Eric Nolan	ENL/Bilingual Teacher		9/9/15
	Parent		
Edrick Carrero	Teacher/Subject Area		9/9/15
Jacqueline Tenaglia	Teacher/Subject Area		9/9/15
	Coach		
	Coach		
Gina Rowe	School Counselor		9/9/15
Rafaela Espinal	Superintendent		
Wladimir Pierre	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 12X286**

**School Name: Fannie Lou Hamer Middle School**

**Superintendent: Rafaela Espinal**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The language preferences of our parents in written communication, including letters, announcements, etc., and oral communication for teacher conferences, orientations, information meetings, etc., are identified from various sources. The data and methodologies used to assess language preferences come from the two questions that make up part III of the HLIS, ATS reports where this information is included, Student Emergency Contact cards where parents record their preferred language of communication, and surveys conducted by the school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents at our school, as of the present date, prefer English and/or Spanish.

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Every year we disseminate newsletters, calendars, parent-teacher conference announcements, parent event invitations, after-school program information, NYS testing dates, teacher letters, letters from school leadership, and ELL-related entitlement and non-entitlement letters. This information is for parents of all students and is not limited to parents of ELLs.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have parent-teacher conferences, curriculum night, ELL parent orientation, and other workshops provided on an as-needed basis. Parents receive phone calls from guidance counselors when appropriate and from the teachers on a regular basis. This is not limited to parents of ELLs but to parents of all students.

## Part C: Providing Language Assistance Services

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We have teachers on staff who are capable of fulfilling the translation and interpretation needs of our school. Important documents in need of translation for parents are translated in house and in a timely manner.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation needs are met through the service of school staff. If a teacher needs interpretation to speak with a parent, there are a number of staff members qualified to help.

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members will be made aware of how to use translation services and the over-the-phone interpretation service during one of the ELL PD sessions provided by our school.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents will be given a parents' bill of rights in the language of their preference. This will be made available to them at the ELL orientation as well as during the parent-teacher conferences. They will also be provided with a copy of parents' guide to language access during these times. Preferred languages will be seen in the welcome poster as well as the language ID guide at the security desk and main office.

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys will be made available to attendees of one of our parent events, including the ELL orientation and parent-teacher conferences.