



FANNIE LOU HAMER FREEDOM HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 12X682

ADDRESS: 1021 JENNINGS STREET BRONX NY 10460

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12x682 SCHOOL NAME: Fannie Lou Hamer Freedom High School

SCHOOL ADDRESS: 1021 Jennings Street Bronx Ny 10460

SCHOOL TELEPHONE: 718 861 0521 FAX: 718 861 0619

SCHOOL CONTACT PERSON: Nancy Mann EMAIL ADDRESS: nmann@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nancy Mann

PRINCIPAL: Nancy Mann

UFT CHAPTER LEADER: Pam Sporn

PARENTS' ASSOCIATION PRESIDENT: Vivian Velasquez

STUDENT REPRESENTATIVE:
(Required for high schools) Dixie Lacoyo

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 SSO NAME: Empowerment

SSO NETWORK LEADER: Shona Gibson

SUPERINTENDENT: Joel DiBartolomeo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Nancy Mann	*Principal or Designee	
Pam Sporn	*UFT Chapter Chairperson or Designee	
Vivian Velasquez	*PA/PTA President or Designated Co-President	
Vivian Velasquez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Luis Padilla	DC 37 Representative, if applicable	
Dixie Lacoyo Odalis Norales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Denise Montez	Children’s Aid Society	
Jessica Ortiz	Member/Parent	
Marisol Luna	Member/ Parent	
Emily Scott	Member/ Parent	
Beatriz Lugo	Member/ Parent	
Valencia Jones	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The fundamental aim of Fannie Lou Hamer Freedom High School (FLH) is to provide all students with a well-rounded, academically rigorous education, teaching students to use their minds well and prepare them to live productive, socially useful, and personally satisfying lives. The curriculum of FLHFHS affirms the central importance of students learning how to learn, how to reason, and how to investigate complex issues that require collaboration, personal responsibility and a tolerance for uncertainty. Communication skills, including reading, writing, public speaking and critical listening, are developed in all subject areas.

Assessment of student work and graduation is portfolio-based, requiring students to complete in-depth research projects in every subject. A portfolio is a collection of a student's best work, demonstrating his/her knowledge, depth of understanding and skill. The portfolio process also promotes an inquiry-based method of learning, through which students design and carry out their own research projects, with teachers as guides and coaches. Language Portfolios are presented in the 9th and 10th grade and represent benchmark portfolios documenting progress and achievement. Graduation Portfolios are presented in the 11th and 12th grades. These exit portfolios represent the student's highest level of achievement in all academic areas. Under a waiver from the New York State Education Department, students take only the English Language Arts and Math Regents.

FLH students fulfill the traditional NYC/NYS curriculum in an alternative model. In Division I (the 9th and 10th grades), students work in combined-grade classrooms, taking interdisciplinary classes in a block schedule. Students complete and present a Language Portfolio as a requirement for admission to Division II. In Division II (the 11th and 12th grades), students are separated by grade and take discipline-based classes in order to complete their graduation requirements. In addition to state and city requirements, these include completing and presenting mastery work in seven portfolio areas: Math, Science, Social Studies, Literature, Social Issues, The Arts and Elective. Opportunities for advanced college-level coursework are also available through collaborations with Hostos Community College and New York University.

The school partners with the Children's Aid Society, Bard College, New York University, and Studio Museum in Harlem.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	Fannie Lou Hamer Freedom High School							
District:	12	DBN:	12X682	School BEDS Code:	321200011682			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	
	2		6		10	√		
Enrollment				Attendance - % of days students attended :				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		83.4	82.6	83.8	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment :				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		92.3	93.5	94.3	
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment :				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0		81.1	81.1	81.1	
Grade 8	0	0	0					
Grade 9	128	143	132	Students in Temporary Housing - Total Number :				
Grade 10	142	144	155	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	93	106	106		4	5	13	
Grade 12	107	96	108					
Ungraded	3	1	0	Recent Immigrants - Total Number :				
Total	473	490	501	(As of October 31)	2006-07	2007-08	2008-09	
					5	3	2	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	50	47	42	Principal Suspensions	41	38	178	
# in Collaborative Team Teaching (CTT) Classes	19	36	40	Superintendent Suspensions	8	9	11	
Number all others	22	23	40					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	0	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:				
(BESIS Survey)				(As of October 31)				
(As of October 31)	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	0	0	0					
# in Dual Lang. Programs	0	0	0	Number of Teachers	27	37	35	
# receiving ESL services only	43	51	40					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	7	0	13	Number of Administrators and Other Professionals	7	11	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	7	6	5	% fully licensed & permanently assigned to this school	100.0	97.4	100.0
				% more than 2 years teaching in this school	59.3	57.9	48.6
				% more than 5 years teaching anywhere	37.0	31.6	40.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		81.0	66.0	80.0
American Indian or Alaska Native	0.4	0.4	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.7	94.7	91.5
Black or African American	32.4	31.2	32.5				
Hispanic or Latino	66.4	66.9	66.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.8	1.0				
White	0.2	0.6	0.2				
Male	49.5	46.3	49.3				
Female	50.5	53.7	50.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		IGS	
Math:				Math:			
Science:				Graduation Rate:		IGS	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√		√
Ethnicity							
American Indian or Alaska Native					-		
Black or African American					-		
Hispanic or Latino					√		
Asian or Native Hawaiian/Other Pacific Islander							
White					-		
Other Groups							
Students with Disabilities					-		
Limited English Proficient					-		
Economically Disadvantaged					√		
Student groups making AYP in each subject		0	0	0	3	0	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	81.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	12.3	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	19	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	38.9		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	11		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Fannie Lou Hamer (FLH) has demonstrated a solid record of achievement. Using interdisciplinary curriculum, mixed-age classes and performance assessment, the HS has a 60- 70% graduation rate, well above the NYC average. Many students stay in school and graduate after five years, and 70-80% continue on to college. Fannie Lou Hamer serves a neighborhood population and has a high proportion of special education students. In a research study by Parthenon on overage/undercredited students FLHFHS has one of the highest graduation rates for students who enter high school at Level 1/Low Level 2 and is a school that "Beats the Odds."

The School Progress Report Peer Index (1.79) reveals that students coming to Fannie Lou Hamer are among the most challenged in NYC; based on achievement and progress the school has earned an A for two years in a row. The school's pass rate on ELA is strong and the school consistently makes the NCLB targets. Statistically, over 11% of the incoming high school population of FLH comes in overage for their grade level. The school is 80% Title One. Additionally, 90-95% of the incoming population is below grade level, with a significant proportion designated Level One: 25% in English and 39% in Math in 2005.

Our work shows us that in spite of this educational history students can achieve at high levels. The main educational obstacle for many Bronx students is missed instruction. The remedy for this is high quality, intensive and personalized instruction. Given high expectations and high levels of opportunity and support, students will achieve both a high school diploma and a meaningful post secondary path: college and job readiness for all.

Internally, the school continues to focus on four main goals: Build the Academic Core (Curriculum), and Strengthen Assessment (Assessment) to address the issues of high expectations. Build the Community School to address the issues of high levels of support and opportunity. Build the Learning Community (Instruction) addresses the aim of high quality, intensive and personalized instruction for the classroom and professional community. In particular, our analysis this year leads us to focus on setting goals that will allow students to be more strongly prepared for post secondary education and opportunity. Given the school's demographic profile, the school is concentrating on working with students to raise their scores on the English and Math Regents in order to strengthen college readiness.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Improve student scores on ELA

By June 2010 Cohort M will demonstrate progress in ELA and towards College Readiness as measured by an increase of 10% of those students passing ELA with a 75 or better.

2. Improve student pass rate on the Integrated Algebra exam.

By June 2010 Cohort N will demonstrate progress towards achieving state standards as measured by a 10% increase in passing the Integrated Algebra exam.

3. Strengthen and extend student support network; expand student opportunity

We continue to work with school social workers and CBO partner Children's Aid Society and university partner NYU to strengthen student support networks and expand student opportunity through a variety of measures.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal # 1: ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve student scores on ELA to increase college readiness</p> <p>By June 2010 Cohort M will demonstrate progress in ELA and towards College Readiness as measured by an increase of 10% of those students passing ELA with a 75 or better.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • ELA practice integrated into 11th grade courses • Students to receive feedback on assignments through rubrics and ipowerfeedback • Students to receive additional support during extended day • Emphasis on college readiness through advisory program including use of ELA exam by CUNY schools • Inquiry teams to track data, propose interventions
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • These initiatives are funded through Tax Levy, Contract for Excellence, Title One and NYSTL funds.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Periodic review quarterly: Student work, Report Cards, Math Science Team feedback on student attainment, Results of interim assessments, Inquiry team data • Measure: Integrated Algebra exam, interim assessment results • Gains of 10% projected 2009-20010 Regents Scores

Subject/Area (where relevant): Goal # 2 : Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 Cohort N will demonstrate progress towards achieving state standards as measured by a 10% increase passing the Integrated Algebra exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Math Science team to meet weekly to review lessons and results • Continue to retool Math curriculum to align with Integrated Algebra exam • Continued consultation with Bard Math Consultant • Extended day tutoring for students in need of remediation • Interim assessments • Inquiry team to track data, propose interventions • Periodic review quarterly • Measure: Integrated Algebra exam, interim assessment results • Gains of 10% projected
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • These initiatives are funded through Tax Levy, Contract for Excellence, Title One and NYSTL funds.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Periodic review quarterly: Student work, Report Cards, Math Science Team feedback on student attainment, Results of interim assessments, Inquiry team data • Measure: Integrated Algebra exam, interim assessment results • Gains of 10% projected 2009-2010 Regents Scores

Goal # 3: Build the Community

Subject/Area (where relevant):

School

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Build the Community School—Strengthen and Expand student support network, expand student opportunity</p> <p>Strengthen and expand student support and opportunity through social work component, Children’s Aid Society partnership and parent involvement</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Social work component: continue low level of incidents, raise attendance level and reduce student lateness. Initiate Teen Pregnancy program in partnership with the Department of Health.</p> <p>Expand Opportunity: maintain and extend number of students participating in opportunities outside the school building; maintain number of students participating in College Summit program</p> <p>Children’s Aid Society: continue afterschool, continue AIDP program, repeat Helen Keller vision screening, build membership in the College Excel program, partner with NYU for Teagle Foundation College Readiness Program</p> <p>Parent Involvement: continue to involve parent body in all school activities and individual student conferences.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • These initiatives are funded through Tax Levy, Contract for Excellence, Title One and NYSTL funds. • Federal State, local and private resources marshaled by CBO partner Children’s Aid Society
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Periodic review quarterly • Measure: Attendance and lateness data, Participation rates in programs • Projected Gains: Increase in student participation

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	143	143	143	143	25	n/a	143	143
10	135	135	135	135	25	n/a	135	135
11	125	125	125	125	25	n/a	125	125
12	120	120	120	120	25	n/a	120	120

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA: During the school day</p>	<p>The school uses block schedules to increase contact time between teachers and students. Students receive academic intervention services in English Language Arts, Mathematics, Science and Social Studies through an increase in schedule academic classes and after school tutorial services. The school's efforts in this regard are monitored through weekly meetings where teachers provide updates of individual students work in academic classes.</p>
<p>Mathematics:</p>	<p>The school uses block schedules to increase contact time between teachers and students. Students receive academic intervention services in English Language Arts, Mathematics, Science and Social Studies through an increase in schedule academic classes and after school tutorial services. The school's efforts in this regard are monitored through weekly meetings where teachers provide updates of individual students work in academic classes.</p>
<p>Science:</p>	<p>The school uses block schedules to increase contact time between teachers and students. Students receive academic intervention services in English Language Arts, Mathematics, Science and Social Studies through an increase in schedule academic classes and after school tutorial services. The school's efforts in this regard are monitored through weekly meetings where teachers provide updates of individual students work in academic classes.</p>
<p>Social Studies:</p>	<p>The school uses block schedules to increase contact time between teachers and students. Students receive academic intervention services in English Language Arts, Mathematics, Science and Social Studies through an increase in schedule academic classes and after school tutorial services. The school's efforts in this regard are monitored through weekly meetings where teachers provide updates of individual students work in academic classes.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Together with the social work team, the guidance counselor provides conflict mediation, crisis intervention and group and one-on-one counseling. In addition, each student has an advisor who is the bridge between home and school. In advisory time is provided for monitoring the progress of every student. Advisory varies according to the grade level, however the duties of the Advisor always include outreach to parents, academic guidance, providing daily announcements regarding school activities, making referrals to the school guidance counselor and social workers, arranging class trips/speakers, teaching mandated health curriculum, establishing guidelines for appropriate school behavior and assisting with portfolio preparation.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A School psychologist is present two days a week and focuses on mandated cases.</p>

At-risk Services Provided by the Social Worker:	The Director of Social work, together with a team of social work interns, provides conflict mediation, crisis intervention and one-to-one counseling for a significant portion of the school population. In addition the Director of Attendance, in conjunction with the AIDP program through Children's Aid, provides intervention connected with attendance.
At-risk Health-related Services:	The school nurse provides in-school health services for students. Working with community health organizations we refer students for other services. In addition, a Department of Health worker is in the school one day a week. All students receive a tour of the Children's Aid Health Clinic. Advisory curriculum includes health issues, in addition to a focus this year on health and nutrition.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy 2009 - 2010

Fannie Lou Hamer Freedom High School was founded 15 years ago, in one of the original experiments in breaking down large underperforming large high schools into smaller high schools. From our beginnings we have sought to serve the community in which we are located – the West Farms section of the Bronx. Many of our students come from this neighborhood, though we accept students from anywhere in the Bronx or Manhattan. Our student body consists of approximately 69% Latino students and 29% African American students with the remaining 1% a mix of Asian, White or Multi-Racial students. Our students come to us performing at low levels on City and State tests; our Peer Index is 1.79, among the lowest in the city. Despite our students' difficulties; they succeed academically at Fannie Lou Hamer Freedom High School. Approximately 70% of our students graduate in four years, 70% of those students then go on to college. Much of our success can be attributed to our commitment to literacy, performance based assessment, and knowing student well.

English Language Learners at Fannie Lou Hamer Freedom High School benefit from our commitment to literacy, performance based assessment and knowing students well. We begin serving this community by identifying students who need ELL services. Students are identified using a process that begins with the list notice received in mid-June. The school uses the ATS coding, Exam History and an intake interview of incoming families to screen for students who are already identified as ELL students, newcomers and SIFE students. The school uses the CAP system to screen for special education students with ELL designations. At this time all incoming students are identified as ELL, Special Education students with ELL designations, or as new to the New York City Public School System. Identified students and their families are invited along with all other incoming 9th graders and their families to Fannie Lou Hamer Freedom High School Orientations in June. During these orientations, staff review the Parent Survey and Program Selection forms with the parents of ELL identified students and ask them to complete those forms. When the orientations are complete, all students who enter our school with ELL designations already are sent a letter describing their eligibility for ELL services and their child's placement in our ESL program. Parents who indicated that they prefer Bilingual or Dual Language programs are provided with assistance in finding appropriate transfers. All communication, oral and written, is in both English and Spanish.

If a student is identified as being new to the New York Public School system, Valerie Mantz, Eriberto Cruz and/or Betty DeLeon administer the Home Language Identification Survey. The results of the survey determine if LAB-R exam is necessary. If the exam is necessary, appointments are made for the administration of the LAB-R. Once the LAB is scored, families are sent letters which indicate if the child is eligible for ELL services and then introduced to the Parent Survey and Program Selection forms, once the documents are reviewed, we ask parents to make a program selection. Within 10 days of initial identification students and families who are entitled to ELL services are provided with placement in our ESL program. As students are identified and data is collected the Parent Coordinator

and Assistant Principal mail letters indicating that students eligibility to ELL services and placement of students in our ESL program. If parents asked for transfers to Bilingual or Dual Language programs, the Assistant Principal and Director of Social Work help to facilitate transfers to schools with those programs. Our Parent Coordinator, Marlene Lamboy, assists with parent contact, interpretation and other needs the staff may have as they identify and place ELL students. She also tracks responses from ELL families to ensure that Entitlement letters are received and that Parent Survey and Program Selection forms are returned.

Families new to the New York Public Schools who do not attend orientations are contacted by phone over the course of the summer. If a family is unavailable, contact is made when the student arrives in the September. At this time, Valerie Mantz, Eriberto Cruz, and/or Betty DeLeon administer the Home Language Identification Survey, determine if the LAB-R is necessary and continue with the process outlined above. All students no matter when they arrive at Fannie Lou Hamer Freedom High School are provided with an appropriate placement within 10 days of entering our school.

For all students who have an ELL designation, NYSESLAT scores and LAB-R scores (where appropriate) and Parent and Program Selection Surveys are used to determine appropriate programming. The NYSESLAT is given to all ELL students each year in the Spring. Spanish language teachers and the ESL teacher, Eriberto Cruz, Betty DeLeon, and Valerie Mantz respectively, are charged with administering this exam. During lunch, gym, and advisory, students are pulled individually for listening and speaking testing. Two days are designated to give the reading and writing components. If a student misses either of these sessions then they are pulled individually to complete all sections of the exam.

Academic placement is determined for ELL students using the NYSESLAT and LAB-R scores where applicable and the Parent Survey and Program Selection form. English Language Learner students in 9th or 10th grade are placed in Adventure house which provides a collaborative team teaching model of ESL services in the interdisciplinary classes Humanities and Math Science. Students in 11th and 12th grade are scheduled into ELA/ESL classes taught by the ESL teacher. Placement in our ESL program coincides with parent choice at our school. Once placement has been determined, families are sent notification indicating their child's program.

The foundations of the teaching and learning culture at Fannie Lou Hamer Freedom High School are literacy, performance assessment and portfolios, and interdisciplinary instruction. In order to acclimate all new students to the culture of learning at our school, we offer a Summer Bridge program. Any incoming ELL student is welcome to participate in the program. The benefits students acquire from participating in the program include: meeting teachers, learning the procedures and vocabulary specific to Fannie Lou Hamer Freedom High School, including the portfolio system, exhibitions and the use of rubrics, group work procedures, and interdisciplinary learning.

In the regular school year, ELL students are taught in general education classes and are mainstreamed into high school Humanities and ELA classes. Our ESL teacher provides support on a push-in, pull-out model, co-teaches and consults with classroom teachers. English Language Learners students are mentored by advisors and tutored after school. English Language Learner students are required to understand, speak, read and write English fluently. Language skills are learned in context and content areas. Strategies used to assist students in their learning included language experience approach, total physical response, hands on, student centered

activity based and project driven learning. Students who are ELL demonstrate proficiency when they present their portfolio projects during presentations to teachers and participants from outside organizations as well as through ELA Regents exams.

Fannie Lou Hamer Freedom High School is a setting in which the inclusion model is practiced. All students – general education, special education and English Language Learners – participate in all facets of school life. Additional support for these students is offered through our small class size, advisory program, extended day opportunities and other academic intervention strategies.

We address the specific needs of the ELLs through content area instruction and a balanced literacy program. English Language Learners improve their writing skills through writing workshop techniques that support a fluency/clarity/correctness model of development. Students advance in reading by reading whole books, Guided by a literacy teacher, ELL students choose “just right books” to meet their diverse language needs. Field trips and service learning enhance language acquisition.

Our school is aiming to achieve coherence by using the components of a balanced approach to learning. These include an interactive mini-lesson, partner and small group work, independent work, whole class sharing, summary applications, after class activities. The model provides lenses through which learning is planned for and implemented, which include student engagement, student product and real world application, and multiple ways of assessing that work. All components of the model will include reading, writing, and discussion. The teacher will work with students developing and infusing academic language through interdisciplinary, thematic teaching following Anna Whilchomot’s principals of academic language development. The teacher will model, observe and analyze student learning. He/she will advise, coach, guide and monitor student understanding and extend learning to future study. All learning activities take place within the context of the Principals of Learning which include among others, setting clear goals and high expectations and standards for all students and developing an effective means of assessing student progress in meeting the standards. Also, we follow Pauline Gibbon’s suggestions for scaffolding ELLs through visuals, hands on, scaffolded instruction, contextualization, and using an interdisciplinary approach.

Fannie Lou Hamer Freedom High School is organized into 2 Divisions. In Division 1, 9th and 10th graders are in mixed age, interdisciplinary classes which are block programmed. Students are divided into three houses, Powerhouse, La Casa, and Adventure House. ELL students are placed in Adventure House, Beginner, Intermediate, and Advanced kids are heterogeneously mixed in the blocks. In the context of class ELL students receive support from the co-teaching ESL teacher and their peers. In Adventure House, the ESL teacher co-teaches the Humanities class (in the same fashion as Collaborative Team Teachers do in Special Education classes) serves as an Advisor, and is House Leader. As House Leader, the ESL teacher drives the agenda of the team, reviewing student achievement and developing plans to enhance achievement. In House meetings, the ESL teacher is able to consult with the Math Science teacher to help design effective instruction for ELL students. Students meet the CR Part 154 requirements through Humanities class (where students work on all modalities of language) and advisory (where particular attention is paid to oral language). Native Language Arts needs are met within the week’s schedule.

Adventure House Schedule										
	Monday		Tuesday		Wednesday		Thursday		Friday	
TIME	A	B	A	B	A	B	A	B	A	B
8:00 - 8:15										
8:15 - 8:30										
8:30 - 8:45										
8:45 - 9:00	BLOCK	BLOCK			BLOCK	BLOCK	GYM			
9:00 - 9:15	HUM	M/S		GYM	N/S	HUM	GYM		BLOCK	BLOCK
9:15 - 9:30									M/S	HUM
9:30 - 9:45										
9:45 - 10:00			CS	BLOCK			BLOCK	CS		
10:00 - 10:15										
10:15 - 10:30				M/S			HUM			
10:30 - 10:45		GYM					ADVISORY		BLOCK	BLOCK
10:45 - 11:00										
11:00 - 11:15							LUNCH		HUM	M/S
11:15 - 11:30										
11:30 - 11:45		LUNCH		SPANISH			GYM	SPANISH		LUNCH
11:45 - 12:00					BLOCK	BLOCK				
12:00 - 12:15		ADV							BLOCK	BLOCK
12:15 - 12:30				LUNCH	HUM	M/S	LUNCH			
12:30 - 12:45									HUM	M/S
12:45 - 1:00	BLOCK	BLOCK	BLOCK	BLOCK			BLOCK	BLOCK		
1:00 - 1:15										
1:15 - 1:30	M/S	HUM	M/S	HUM			M/S	HUM		GYM
1:30 - 1:45										
1:45 - 2:00			BLOCK	BLOCK						
2:00 - 2:15					SPANISH					
2:15 - 2:30			HUM	M/S						
2:30 - 2:45										

In Division 2, 11th and 12th grade students are organized into grade based houses. Due to numbers, students in the 11th and 12th grade attend classes that are often mixed grade. English Language Learners are integrated into regular classes. English as a Second Language techniques are incorporated into English Language Arts classes taught by the ESL teacher. In each case students receive the mandated number of hours of instruction through integrated ESL/ELA classes. The model in Division 2 also consists of a teacher consultant model where the ESL teacher consults with general education teacher and advisors to help them incorporate ESL strategies into their instruction. This is accomplished through house, and team meetings.

11th and 12th Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15					Advisory
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00	Block 1	Block 1	Block 1	Block 1	Block 2
9:00 - 9:15					
9:15 - 9:30					
9:30 - 9:45					
9:45 - 10:00					
10:00 - 10:15	Block 2		Block 2	Lunch	
10:15 - 10:30		PE			
10:30 - 10:45					PE
10:45 - 11:00		Lunch		Advisory	
11:00 - 11:15					Lunch
11:15 - 11:30		PE			
11:30 - 11:45					Block 3
11:45 - 12:00	PE	Block 4	PE	Block 3	
12:00 - 12:15					
12:15 - 12:30	Lunch		Lunch		
12:30 - 12:45					
12:45 - 1:00	Advisory		Advisory		Block 4
1:00 - 1:15				Block 4	
1:15 - 1:30					
1:30 - 1:45	Block 3		Block 3		
1:45 - 2:00		Advisory			
2:00 - 2:15					
2:15 - 2:30					
2:30 - 2:45					

Fannie Lou Hamer Freedom High School provides a great deal of support to students. Advisors are the first line of support to students and families; their job is to work with students and families to ensure a student's successful advancement through the grades. The Parent Coordinator and other support staff provide support for non Spanish speaking teachers when communicating with Spanish speaking parents. School aides are assigned to various Houses are all able to speak Spanish and to provide support to students, families, and teachers. Schools aides make attendance calls and provide interpretation services to families when needed at school.

Classroom teachers provide support to students with ELL designations in the context of class, lunch, gym, and extended day programs. In the context of the regular school day, teachers provide extra help and time to students, by allowing students to join them during lunch and gym classes. During these sessions students are able to complete or revise their projects, or are able review class work with teachers. Teachers also provide tutoring help in our Extended Day program. The ESL teacher also works with students in the Extended Day program on language skills and prepping for exams such as the Regents and NYSESLAT. The school also maintains an extensive social work team which is available to all students and families. The Social Work team includes three full time Social Workers, a Related Services Guidance Counselor, and a SAPIS counselor. Of this team, three social workers are bilingual.

English Language Learners at Fannie Lou Hamer Freedom High School fall primarily into two categories, 4-6 year ELLs and Long Term ELLs. This year we have only 4 students who fall into the 0-3 year ELL category. We do not have any SIFE students. Among our ELL identified students 24 of them (almost a third) are also Special Education students. In each grade students fall overwhelmingly into the categories of Intermediate and Advanced as determined by the NYSESLAT exams (only one student falls into the Beginner category). Looking at the modalities of Speaking and Listening and Reading and Writing, our students fall into the Advanced category in the Speaking and Listening across the all of our ELL students. In the modality of Reading and Writing, 27 students are Intermediate and 10 students are advanced. At our school, ELL instruction must focus on reading and writing skills in order to move our students forward. The largest sub-group of students are our Long Term ELL students and the next largest are 4-6 year ELLs. Each of these groups according to their test scores, need to increase their reading and writing skills to gain proficiency. The consistent emphasis on literacy across the curriculum and across grade level provides support for ELL students in all disciplines and grade levels. Practices include development of academic vocabulary, building background knowledge and providing ample opportunity for students to use a variety of content input (written, visual, audio) to develop conceptual understandings. Our Portfolio system and Panel presentations focus teachers and students on using academic language and intellectual skills in presenting their understandings about particular content across the disciplines. The written component of the portfolio system requires that students write as intellectuals in each discipline and the panel requirement forces all students to develop students verbal skills and ability to argue ideas orally. Small group instruction is the primary tool teachers use to provide differentiation for students, but may also include differentiated classroom assignments, homework and projects. Teachers also differentiate though use of native language (Choice Book units) and by individualizing instruction.

About half of our Long Term ELL students are also Special Education students. In our school special education students are served in general ed classes, collaborative team teaching classrooms, and content area self-contained classes. Our special education staff consists of 7 special education teachers, two bilingual para-professionals, one crisis para, one regular para, a part time School Psychologist, a part time Bilingual Social Worker, and a Special Education coordinator. Of the teaching staff, four are bilingual. English

Language Learners in Special Education classes are often able to receive help in both English and Spanish. Special Education teachers often communicate with students in their native language to enhance student understanding of directions and concepts. Special Education ELL students are also provided support from bilingual para-professionals. Special Education staff work with our ESL teacher in House meetings and in discipline based team meetings to differentiate instruction for ELL students.

All students who are struggling receive targeted interventions through our Extended Day program and After School tutoring services. ELL students are also offered ESL tutoring in Extended Day. In addition content area teachers, including ELA and Math teacher, provide extra help sessions during lunch periods.

Native Language Arts literacy is addressed in the context of our foreign language program and in Humanities classes. Fannie Lou Hamer Freedom High School provides two years of Foreign Language instruction in Spanish for all of our students. Students are screened each year to determine their level of literacy in Spanish before they are placed in a particular class. The overall goal of the Spanish program at our school is to introduce a second language to students who only speak English and to enhance and expand literacy in Spanish. Beginner classes introduce students to the language and begin to develop and expand Spanish literacy. Advanced classes ask student to read, write and speak in Spanish. Native Language Arts literacy is also supported in Humanities classes in Choice Book units. Students with ELL designations are encouraged to choose books written in Spanish and to use the ideas and strategies used during whole class instruction of whole class texts independently in their native language.

Students transitioning into Fannie Lou Hamer Freedom High School are provided with orientations and the Summer Bridge program to introduce them to our portfolio system and culture of teaching and learning. Students who are ELL are provided invited to participate in these programs. Transition from Fannie Lou Hamer to college and other post-high school educational opportunities are supported by the College Advisment office and the Special Education team. Our College Night helps students to identify colleges to attend. During this evening students and parents look particularly at CUNY and SUNY schools and applications. We provide interpretation services on these evenings, making sure that all Spanish speaking staff is teamed with families who need interpretation or translation. During Financial Aid night, students and families are introduced to the FAFSA forms and other financial aid documents. Interpretation and translation are available for families and the Spanish speaking staff is again teamed with families who prefer to communicate in Spanish. Fannie Lou Hamer Freedom High School holds an annual college fair in addition to multiple college trips. We also provide students with College Summit curriculum which helps students understand and participate in the college application process. Students are also encouraged to participate in Latino focused events outside of our school that provide support to transition to college including the Hispanic College Fair and the Hispanic Leadership Conference. Our College Now partner, Hostos, also provides students with a course at our school preparing students for college assignments. Our ELL students in 12th grade participate in this class.

At Fannie Lou Hamer Freedom High School professional development is built into the school program on a weekly basis (Humanities and Math/Science Teams meet 2 hrs each week, House Meetings are 30 minutes each week) and is mandated for all staff members (every Monday for an hour and a half and every other Friday also for an hour and a half). Our ELL specialist participates in House meetings for Adventure House, the 11th Grade, and 12th Grade. In the context of these meetings, staff reviews student achievement data and brainstorm interventions for particular kids. In these meetings, Valerie identifies connects with staff members who have

questions about serving ELL students and is able to provide individualized professional development to teacher around best practices for ELL students. The staff at large participates in professional development is provided by literacy specialists from Perceptual Development Institute, Math consultants from Teachers' College and Bard College and ELL instructional specialists. Topics of instruction will not be limited to: Balanced Literacy, Balanced Mathematics, ESL Methodologies and Strategies, The Principles of Learning, Using Data to Drive Instruction, Formal and Informal Assessment, Formative and Summative Assessment. The staff is also exposed to research in second language learning, acquisition and techniques to improve communication between home and school. The ESL teachers and several ELA teachers attend the NY state Conference of Teachers of English. In addition, the on-staff ESL teacher meets weekly with groups of teachers to discuss and scaffold their plans for literacy instruction, particularly focusing on the use of independent student research in the classroom, including library skills, note taking, forming a thesis and academic notation.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Adventure House		8:00 – 8:30			
Math Science Team				9:30 - 11:30	
Humanities Team		9:30 – 11:00			
11th Grade		11:15 - 11:45			
12th Grade		1:00 - 1:30			
Whole Staff	2:45 - 4:00				2:00 - 3:30 2x a Month

Among the professional development topics this year have included a discussion of English Language Learners include:

Opening Retreat (Literacy) – August 31st – September 1st

Advisory – September 14th, October 5th, December 7th

Portfolio Review (Slice) – October 2nd and 16th

Feedback – November 3rd

Panels – November 16th and November 23rd

Big Read – January 4th

Upcoming topics – dates to be determined

Literacy – February 1st

Portfolio Review (March)

Panels (April)

Fannie Lou Hamer Freedom High School involves in the school community in a number of ways. Our school hosts a number of events for parents. During Open School night, parents are introduced to teachers and curriculum, parents have another opportunity to familiarize themselves with our portfolio process, and any parent questions are addressed. College Night orients parents and students to the college advisement program, the SUNY and CUNY application process and begins the process of completing applications. Financial Aid night offers parents an opportunity to review the financial aid process and to begin filling out federal financial aid forms. Fannie Lou Hamer Freedom High School offers parents an additional set of Parent/Teacher Conferences where parents are able to discuss their child's progress toward standards and graduation at the end of January. Other events include an annual play, Panel presentations, and January and June Art Shows. The Parents Association and the School Leadership Team meet on a monthly basis. All parents are invited to participate, including the parents of ELL students and Special Education students. The activities the Parents Association sponsors are identified and chosen through surveys. Activities scheduled throughout the year have included, parenting classes, bingo nights, and scrapbooking evenings. Our community based organization, Children's Aid Society, include parents in a number of activities here at school. Children's Aid hosts an annual Thanksgiving Dinner at school. Children's Aid also offers a wide variety of services for parents including breast cancer screening, immigration services, etc. All written communication is provided in English and Spanish. Similarly, interpretation is provided at all school events.

The newest innovation we have developed at Fannie Lou Hamer Freedom High School is connected with our long standing House system where student and teachers work together for two years. Recently we have established one House as the Collaborative Team Teaching House where general education and special education teacher co-teach classes. We have borrowed this idea and applied it to ELL students. Over the past two years we have developed Adventure House where ELL students are served. In this model, the ESL teacher co-teaches the Humanities classes with a general education teacher. In these classes, students with ELL designations are heterogeneously grouped. As the program develops, we are finding that students are able to provide each other with a great deal of support. Older students are helping newer students understand the exhibition and portfolio system. Students with more advanced language skills are helping students with less advanced skills understand directions and concepts. Similarly, the general education and ESL teachers are learning from one another.

Adventure House have proven every successful – added benefit is that teachers and families have an opportunity to know one another well. Looping has lead to parents and teachers having longer relationships. These relationships prove to be very successful in helping students excel. The English as a Second Language teacher is able to infuse the curriculum with ESL practices and the general education teacher is learning to incorporate those strategies into his regular practice.

English Language Learners represent 11.8% of the population at Fannie Lou Hamer Freedom High School. Of the ELL students 31.6% are 9th graders, 2.4% are in 10th grade, and 19.2 % and 28% are in the 11th and 12th grades. The largest percentage of ELL students in each grade fall in the intermediate category. One child falls in the beginner category and the rest are advanced. The largest number of advanced student is in the 9th grade while the largest number of intermediate students is in the 12th grade. When examining the modality proficiency levels, the vast majority of students fall in the proficient category in Listening/Speaking categories (61%) with the

next largest group falling in the advanced level (30%) and only two students in the intermediate level. In the area of Reading/Writing, students mainly fall in the intermediate category (66%) and advanced (27%) categories. One student falls in the beginning category.

Area of Weakness: Entire School

	Listening	Speaking	Reading	Writing	Reading & Writing
Beginner (1)			1		
Intermediate (34)	1		21	11	1
Advanced (19)	5		8	4	2
Total	6		30	15	3

When looking at each modality, listening, speaking, reading and writing, the area of speaking is clearly our students' strength and reading their most significant weakness. Across each of the proficiency levels students have the greatest difficulty with reading, twice as many students struggle with reading than the next most challenging modality, writing.

Area of Weakness: Entire School by Grade

	Listening	Speaking	Reading	Writing	Reading & Writing
9 th Grade Beginner (1)			1		
9 th Grade Intermediate (8)			4	4	
9 th Grade Advanced (9)	4		1	4	

9th Grade Totals	4		6	8	
10 th Grade Intermediate (6)	1		5		
10 th Grade Advanced (4)			3		1
10th Grade Totals	1		8		1
11 th Grade Intermediate (5)			4	1	
11 th Grade Advanced (5)	1		3	2	
11th Grade Totals	1		7	3	
12 th Grade Intermediate (15)			9	4	1
12 th Grade Advanced (1)					1
12th Grade Totals			9	4	2

Looking at the modalities across grade levels, we see that 9th graders are the only exception to the pattern identified above, having their greatest difficulty with writing. This group of students' next significant challenge is reading. All other grade levels are significantly more challenged with reading than writing. Fannie Lou Hamer Freedom High School has a small number of students who struggle with both reading and writing (they had equivalent scores in both modalities). The smallest number of students has the most difficulty with listening.

Area of Weakness: Special Education Students

	Listening	Speaking	Reading	Writing	Reading & Writing
Beginner (1)			1		
Intermediate (18)	1		11	5	1
Advanced (2)				1	1
Speical Ed Totals	1		12	6	2
0-3 (1 Advanced)				1	
4-6 (5 Intermediate)				4	1
7+ (1 Beginner)			1		
7+ (13 Intermediate)			9	3	1
7+ (1 Advanced)					1

Of the our students designated both as special education and English Language Learners, here too, reading is their greatest challenge, with writing the next most difficult modality. Special Education students make up almost half of our long term ELL students. In looking at those the modalities of those students we see a similar pattern. The largest number of students in this group has difficulty with reading, too. As with the entire school population of ELL students, the number of students whose primary difficulty is writing is about half the number of students whose difficulty is reading. No students struggle expressing themselves orally, though we have a small number of students who have difficulty in the modality of listening. This is true in among students designated as both ELL and Special Education and with students designated as general education.

Years of Service

	Listening	Speaking	Reading	Writing	Reading & Writing
0-3 Intermediate (2)			2		
0-3 Advanced (2)			2		
4-6 Intermediate (10)			8	2	
4-6 Advanced (4)			2	2	
7+ Beginner (1)			1		
7+ Intermediate (22)			15	6	1
7+ Advanced (13)	4		4	4	1
Years of Service Totals	4		32	14	2

When looking at students in terms of their years of service we see that in all three categories, 0-3 years of service, 4-6 years of service, and long term ELL students the modality of reading is where our student body has the most difficulty, with writing being the next most challenging modality. Our Long Term ELL students whose proficiency is advanced break this pattern. In this group, three modalities, reading, writing, and listening have equal number of students who struggle.

Looking at the patterns across grade levels, years of service, and Special Education, we see that reading is a particular challenge for our English Language Learners. This is consistent with the struggle faced by our overall student body. Ninth graders and Long Term ELL students who are advanced are the only two groups who break the pattern. Writing is the area of difficulty for 9th graders and Long Term ELL students who have an advanced proficiency level struggle with reading, writing and listening equally across the group. The patterns suggest that Fannie Lou Hamer Freedom High School must continue our literacy work across the school.

Fannie Lou Hamer Freedom High School uses a DY0 periodic assessment system based on the New York Performance Standards Consortium rubrics. The analysis of NYSESLAT data is corroborated when we look at the rubrics for panels and portfolios. English Language Learners at our school score well on panel rubrics, demonstrating an ability to share ideas and engaged in intellectual

discussions, indicating that students generally have strong speaking skills. Similarly, their collection of written work in their Language and Mastery portfolios suggests a slow but continuous progress in their abilities to write in English.

While numbers of students in various categories are relatively small, success overall is apparent in the progress students make in the category of writing from the time of admission in 9th grade till graduation. We understand this as a result of our strong commitment to literacy across the curriculum and to our performance assessment system.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District Children's First Network 1	School Fannie Lou Hamer Freedom HS
Principal Nancy K. Mann	Assistant Principal Susan Schutt
Coach type here	Coach type here
ESL Teacher Valerie Mantz	Guidance Counselor Jose Alfaro
Teacher/Subject Area Rob Levin	Parent type here
Teacher/Subject Area Rachel Parsons	Parent Coordinator Marlene Lamboy
Related Service Provider type here	SAF type here
Network Leader typre here	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	2
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	525	Total Number of ELLs	62	ELLs as Share of Total Student Population (%)	11.81%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0
Freestanding ESL					
Self-Contained	0	0	0	0	0
Push-In/Pull-Out	9	9	2	2	22
Total	9	9	2	2	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	4	Special Education	24
SIFE		ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	41

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

C. Home Breakdown Programs

Language and ELL

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4		1	17		5	41		17	62
Total	4	0	1	17	0	5	41	0	17	62
Number of ELLs in a TBE program who are in alternate placement: _____										
Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	9	10	11	12	TOTAL					
Spanish					0					
Chinese					0					
Russian					0					
Bengali					0					
Urdu					0					
Arabic					0					
Haitian Creole					0					
French					0					
Korean					0					
Punjabi					0					
Polish					0					
Albanian					0					
Yiddish					0					

Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

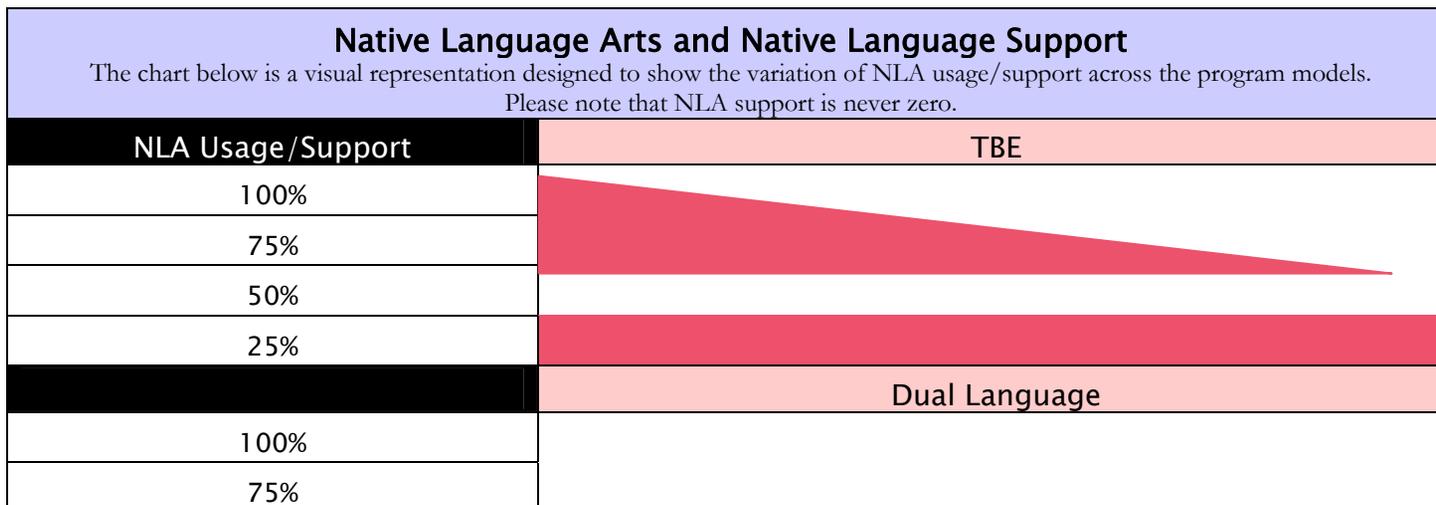
Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL

Spanish	19	13	11	19	62
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0

Programming and Scheduling Information					
<p>1. How is instruction delivered?</p> <ul style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ul style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? 					
TOTAL	19	13	11	19	62

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	41		9	
Math A	19	19	2	2
Math B				
Integrated Algebra	26	26	2	2
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

A. Analysis

Enter the number

test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

Assessment

of ELLs for each

	9	10	11	12	TOTAL
Beginner(B)	1	0	0	0	1
Intermediate(I)	8	8	7	15	38
Advanced (A)	9	4	4	1	18
Total Tested	18	12	11	16	57

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

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

Part VI: LAP Team Assurances

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Schutt	Assistant Principal		
Marlene Lamboy	Parent Coordinator		
Valerie Mantz	ESL Teacher		
	Parent		
Rob Levin	Teacher/Subject Area		
Rachel Parsons	Teacher/Subject Area		
	Coach		
	Coach		

Jose Alfaro	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9 - 12 Number of Students to be Served: 62 LEP 525 Non-LEP

Number of Teachers 1 Other Staff (Specify) Humanities teacher, Math/Science Teacher, Spanish Teacher

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

English Language Learner students are taught in general education classes and are mainstreamed into high school ELA classes. Our ESL teacher provides support on a push-in, pull out model and consults with classroom teachers. ELL students are mentored by advisors and tutored after school. ELL students are required to understand, speak, read and write English fluently. Language skills are learned in context and content areas. Strategies used to assist students in their learning included language experience approach, total physical response, hands on, student centered activity based and project driven learning. Students who are ELL demonstrate proficiency when they present their portfolio projects during portfolio presentations to teachers and participants from outside organizations as well as through ELA Regents exams.

Fannie Lou Hamer Freedom HS is a setting in which the inclusion model is practiced. All students – general education, special education and English Language Learners – participate in all facets of school life. Additional support for these students is offered through our small class size, advisory program, extended day opportunities and other academic intervention strategies. We address the specific needs of the ELLs through content area instruction and a balanced literacy program. English Language Learners improve their writing skills through writing workshop techniques that support a fluency/clarity/correctness model of development. Students advance in reading by reading whole books, Guided by a literacy teacher, ELL students choose “just right books” to meet their diverse language needs. Field trips and service learning enhance language acquisition. Our school is aiming to achieve coherence by using the components of a balanced approach to learning. These include an interactive mini-lesson, partner and small group work, independent work, whole class sharing, summary applications, after class activities. The model provides lenses through which learning is planned for and implemented, which include student engagement, student product and real world application, and multiple ways of assessing that work. All components of the model will include reading, writing, and discussion. The teacher will work with students developing and infusing academic language through interdisciplinary, thematic teaching following Anna Whilchomot's principals of academic language development. The teacher will model, observe and analyze student learning. He/she will advise, coach, guide and monitor student understanding and extend learning to future study. All learning activities take place within the context of the Principals of Learning which include among others, setting clear goals and high expectations and standards for all students and developing an effective means of assessing student progress in meeting the standards. We also follow Pauline Gibbon's suggestions for scaffolding ELLs through visuals, hands on, scaffolded instruction, contextualization, and using an interdisciplinary approach.

Fannie Lou Hamer Freedom High School is organized into Division 1 and Division 2. In Division 1, 9th and 10th graders are in mixed age, interdisciplinary classes. Students are divided into three houses, Powerhouse, La Casa, and Adventure House. ELL students are placed in Adventure House. In the context of class new ELL students receive support from the push-in ESL teacher and their peers. Eleventh and 12th grade students are in grade based houses. In each case students receive the mandated number of hours of instruction through integrated ESL/ELA classes. All academic classes in D1 and D2 meet for at least 225 mins each week.

Fannie Lou Hamer Freedom High School provides a great deal of support to students. Advisors are the first line of support to students and families; their job is to work with students and families to ensure a student's successful advancement through the grades. Classroom teachers also provide support to students in the context of class and extended day programs. The school also maintains an extensive social work team which is available to all students.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

At Fannie Lou Hamer Freedom High School professional development is built into the school program on a weekly basis (Humanities and Math/Science Teams meet 2 hrs each week, House Meetings are 30 minutes each week) and is mandated for all staff members (every Monday for an hour and a half and every other Friday also for an hour and a half). Additional professional development is provided by literacy specialists from Teachers' College, Math consultants from Teachers' College and Bard College and ELL instructional specialists. Topics of instruction will not be limited to: Balanced Literacy, Balanced Mathematics, ESL Methodologies and Strategies, The Principles of Learning, Using Data to Drive Instruction, Formal and Informal Assessment, Formative and Summative Assessment. The staff is also exposed to research in second language learning, acquisition and techniques to improve communication between home and school. The ESL teachers and several ELA teachers attend the NY state Conference of Teachers of English. In addition, the on-staff ESL teacher meets weekly with groups of teachers to discuss and scaffold their plans for literacy instruction, particularly focusing on the use of independent student research in the classroom, including library skills, note taking, forming a thesis and academic notation.

Form TIII – A (1)(b)

School: Fannie Lou Hamer Freedom HS (12X682) BEDS Code: 321200011682

**Title III LEP Program
School Building Budget Summary**

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) 60% - Per session - Per diem	9,000	Additional tutoring for ELL students, per session allocation
Purchased services - High quality staff and curriculum development contracts.		

Supplies and materials (30%) <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	4,500	Supplemental materials and trips for ELL students
Educational Software (Object Code 199)		
Travel		
Other Parent Activities (10%)	1,500	Parent workshops and events.
TOTAL	15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Fannie Lou Hamer Freedom High School accesses data from ATS and anecdotal evidence from the parent coordinator and other main office staff to help determine the translation and oral interpretation needs of our parent population.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

When examining the translation and interpretation needs of our school, we find approximately 2/3rds of our school's population is Latino. The other third is African American. Records in ATS show that the only languages spoken by families in our school are English and Spanish. We have many families whose dominant language is Spanish, but who understand English and speak it when they are at school. In order to ensure that we are serving our parents and students effectively, we provide Spanish interpretation on site and at all events. We provide translations of all communications to parents through our staff and through the Interpretation and Translation Unit of the Department of Education. We share the interpretation and translation needs of the families with staff on a biannual basis. When new students arrive we inform advisors and teachers of the home language of students entering their classes. Our analysis indicates that we meet the interpretation and translation needs of our community regularly.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Approximately 90% of all school mailings are in both English and Spanish. Translation is provided by both the Translation Unit of the Department of Education and by Spanish teachers in our school. Letters, postcards, etc., are drafted a few weeks in advance of their

mailing date, and then requests for translation are made. When the translated version is returned, we copy the Spanish and English back to back and mail the document.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Interpretation services at our school are extensive. At large meetings and individual conferences translation is provided for by staff. We have a large number of staff who are bilingual and who can easily provide translation for parents at school events.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Using the Department of Education's Translation Unit as well as the translation skills of the Spanish teachers Fannie Lou Hamer Freedom High School is able to produce bilingual communications for families. The Parents Bill of Rights and Safety Plan procedures are produced in both English and Spanish and distributed at Orientations, Open School night, Parent Teacher Conferences, and College Night. These events are held in June and in September, so that all parents are informed as early as possible. Interpretation notices are posted in the main office, so that all visitors are aware that interpretation is available on site. Also as a matter of practice, the school hires as many staff as possible who are bilingual across all job titles. These staff members are then called upon to provide interpretation at school functions including parent teacher conferences. These strategies help the school to ensure that we fulfill the A-663 regulation.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	406,942	245,722	652,664
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,078		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,457	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,347		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		12,286	
6. Enter the anticipated 10% set-aside for Professional Development:	43,500		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		24,575	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____92%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Personnel from DOE HR is working with us to anticipate hiring needs for next year and to utilize school funds to help teachers in question complete needed certifications.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I – GENERAL EXPECTATIONS

Fannie Lou Hamer Freedom High School agrees to implement the following requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with **Section 1118** - Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This is will include providing information and school reports required under **Section 111-State Plans** of the ESEA in a understandable and uniform format and, including alternative formats upon requests, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title 1, Part A program(s) in decisions about how Title 1, Part A funds reserved for parental involvement is spent.

PART II –

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. **Fannie Lou Hamer Freedom High School** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP addendum) under Section 1112-*Local Educational Agency Plans* of the ESEA:
2. **Fannie Lou Hamer Freedom High School** will take the following actions to involve parents in the process of school review and improvement under Section 1116-*Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
3. **Fannie Lou Hamer Freedom High School** will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the following other programs: (Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State operated preschool programs) by:
4. **Fannie Lou Hamer Freedom High School** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

SECTION A – EXPECTATIONS

Fannie Lou Hamer Freedom High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under **Section 111-State Plans** of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A program(s) in decisions about how the Title 1, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with definition of parental involvement:

Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including ensuring:

➤ *Parents play an integral role in assisting their child's learning*

➤ *Parents are encouraged to be actively involved in their child's education at school*

➤ *Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child*

- *Carrying out of other activities, such as those described in Section 1118-Parental Involvement of the ESEA*

SECTION B –

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The **Fannie Lou Hamer Freedom High School** will take the

following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under **Section 1112-Local Educational Agency Plans** of the ESEA:

2. The **Fannie Lou Hamer Freedom High School** will take the following actions to involve parents in the process of school review and improvement under **Section 1116- Academic Assessment and Local Educational Agency and School Improvement** of the ESEA:
3. **Fannie Lou Hamer Freedom High School** coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the following other programs: (Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State operated preschool programs) by:
4. **Fannie Lou Hamer Freedom High School** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. **Fannie Lou Hamer Freedom High School** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the following activities specifically described below.
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
 - State academic content standards
 - State student academic achievement standards

- State and local academic assessments including alternate assessments
- Requirements of Title 1, Part A
- How to monitor their child's progress
- How to work with education

- IN-STATE AND OUT-OF-STATE WORKSHOPS, CONFERENCES AND /OR CLASSES;
- ANY EQUIPMENT OR OTHER MATERIALS THAT MAY BE NECESSARY TO ENSURE SUCCESS

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

SECTION C –

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training

- Providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving parental involvement
- Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title 1, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
- Providing other reasonable support for parental involvement activities under **Section 1118-Parental Involvement**, as parents may request.

SECTION D –

ADOPTION



FANNIE LOU HAMER FREEDOM HIGH SCHOOL
1021 Jennings Street
Bronx, New York 10460
(718) 861-0521 Fax (718) 861-0619

Nancy K. Mann, Principal
Mark Lutsky, Assistant Principal
Sue Schutt, Assistant Principal

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by Fannie Lou Hamer Freedom High School School-Parent Compact.

This policy was adopted by the **Fannie Lou Hamer Freedom High School** on 12/01/2004 and will be in effect for the 2009-2010 school year. The school will distribute this policy to all parents of participating Title 1, Part A children on or before January 30th, 2010.

(Signature of Principal)

(Date)

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include

other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Fannie Lou Hamer Freedom High School Parent Compact

School Responsibilities

Fannie Lou Hamer Freedom High School will:

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards;
- hold parent-teacher-student conferences to discuss the individual student's achievement and progress towards graduation four times a year.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports four times a year:
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents over the phone and by contacting the advisor, the main office, or the social workers
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed
 - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- expressing high expectations and offering praise and encouragement for achievement

School Staff-Print Name	Signature	Date
Parent(s)-Print Name		
Student (if applicable)-Print Name		

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

School reviews all data including: State report card, city progress report, SQR, credit accumulation reports, regents scores, data on incoming students, (see needs assessment)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

Fannie Lou Hamer serves an historically underserved population using: interdisciplinary curriculum, advisory, performance assessment, College Now, Understanding by Design, College Summit, social and emotional support including conflict mediation, community outreach, and partnership with the Children's Aid Society.

3. Instruction by highly qualified staff.

Union supported School Based Option school.

All classes at Fannie Lou Hamer Freedom High School are taught by NYS and NYC licensed teachers

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

FLHFHS works with university partners NYU and Bard College in addition to participation in Understanding By Design, Schooling by Design, Coalition of Essential Schools.

In house professional development at full faculty/team meetings with weekly faculty meetings, where the main focus on the meetings is examining student work and teacher assignments, and topics such as classroom management strategies, lesson planning, goal setting, assessment opportunities, cooperative learning activities, etc. Partnership with Algebra Project.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Fannie Lou Hamer Freedom High School has been fortunate in its ability to attract and retain highly qualified teachers. We network with colleges and universities within NYC and across the country. In addition we are part of NY State Performance Standards Consortium. We actively make presentations at national conferences and are frequently visited by educators from across the country. Through these venues, we actively recruit teachers.
6. Strategies to increase parental involvement through means such as family literacy services.
Parents are involved in four times a year parent-teacher student conferences, events held by the Parents Association and through outreach by the parent coordinator as well as participation in Children's Aid Society events, and outreach.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Teachers work in teams and house configurations and use those venues to give input into assessment programs. In addition the staff participates in a once a month Steering Committee where assessment is formally addressed.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Extended Day, interdisciplinary classes, performance assessment, teacher conferencing and narrative reports all focus on the individual progress and next steps of the student.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Because Fannie Lou Hamer Freedom High School is a school wide program, we are able to provide academic and affective support to all of our students who have need. All of our programs and initiatives are school wide and allow for maximum entry. Since each faculty member is responsible for overseeing the complete needs of 20 students, we are able to identify problems and apply intervention strategies as soon as the need arises. Our partnership with Children's Aid Society assists us in accessing agency and governmental support for students beyond the daily capacity of the school itself.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of data including: curriculum mapping, unit plans, performance assessment tasks, ELA scores, mentoring and coaching observations

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

School has curriculum teams to insure horizontal alignment. School uses performance assessment and uses an ELA rubric which embodies NYS standards as an exit level measure, and all rubrics used in English Language Arts are aligned with that rubric providing the basis for vertical alignment. This approach guides teachers in unit and grade plans, helping to guide what students should know and be able to do. This approach addresses skills to be mastered and student outcomes. In addition, this approach provides the basis for a focus on the creation of written products and oral presentation, based on the product of critical reading.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of data including: curriculum mapping, unit plans, performance assessment tasks, Regents scores, mentoring and coaching observations. School finished a two-year curriculum mapping and unit alignment process for all grades working with National Academy of Excellent Teaching, Bard MAT program and the national Algebra Project.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The curriculum was reviewed and adjustments were made with regard to the 2005 NYS standards and testing program and mathematical content alignment across the grades was established. In addition, reviewers were conscious of the fact that many of our students do not have a grasp of mathematical process as a means of acquiring and using content knowledge. Project based curriculum and teacher training continue to emphasize the importance of mathematical process.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of data including: curriculum mapping, unit plans, performance assessment tasks, ELA scores, mentoring and coaching observations

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our review indicates that teachers use a variety of strategies in the ELA classroom, including: dramatization, reading circles, student presentation to peers, parents and other schools, art as a component of visual literacy supporting making of meaning.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of data including: curriculum mapping, unit plans, performance assessment tasks, Regents scores, mentoring and coaching observations.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers have worked with math coaches to uncover process teaching in the classrooms, as part of our 2 year review of math curriculum. Coaches are working with teachers to find ways to differentiate for different students who have gaps in content or process knowledge. Principal has worked with staff to develop child studies to underline these issues. In addition, curriculum has project based instruction so that teachers can observe and intervene in both process and content areas. Finally school makes extensive use of graphing calculators and smartboards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School demographics show that half of the FLH teachers have more than two years teaching in this school, but only a third of the FLH teachers have more than five years teaching anywhere. Teacher turnover is affected by the change in teaching from a life-long profession to a "bridge" career, and young teachers' determination that they cannot raise families in NYC on teacher salaries.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

High needs, high poverty students have traditionally been taught by the least experienced teachers. This has not changed in District 12. To deal with the issue of teacher inexperience, we have developed several initiatives: 1) continuous mentoring for all teachers by a small team of experienced "teacher coaches" and administrators 2) team structure led by experienced teachers or administrators, 3) Weekly professional development on pedagogy 4) expanded special ed support for general education teachers.

Central could decide that they do want a professional teaching corps, and allocate enough money to stop the cascade of teacher turnover.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administrators regularly join House (grade) meetings and Team (discipline-based curriculum groups) meetings to collect teacher feedback and survey teachers on a broad number of questions relevant to the school, including those Houses serving ELL students. When necessary, the school will convene working groups to better implement long range plans. Currently staff are satisfied with the number and kinds of professional development activities in which they are participating.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Fannie Lou Hamer Freedom High School House teams meet weekly to discuss upcoming school wide events, student achievement, and to plan house activities, and advisory curriculum. Administrators join these house meetings on a regular basis to discuss House progress, attendance, and upcoming PD opportunities. The Steering Committee meets on a monthly basis to discuss the long range plans for the school, review relevant achievement data and participate in the development of the CEP, LAP and other school wide policy documents.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Fannie Lou Hamer Freedom High School regularly reviews student work, pass rates, Regents pass rates, Portfolio grades and completion rates, attendance, and other data to develop a rich understanding of the school's position and progress. We look specifically at each NCLB category, including ELL students.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

On a monthly basis, the Principal, Assistant Principal and ESL teacher (also House leader of Adventure House where ELL students are placed) to review student data (test scores, classroom assessment, grades etc) and anecdotal evidence to assess student achievement. This team discusses structures and supports in place for ELL students, evaluates the school's success in supporting ELL students, and monitors implementation of all policies or programs.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School has a 24% special education population. Principal, Special Ed Coordinator and other school personnel meet weekly to monitor special education in the school including compliance, placement and teaching issues. Principal and Special Ed Coordinator visit classrooms on a regular basis and attend grade level meetings of special ed and general ed issues to gain feedback on these issues.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Of the 8 special education teachers in the building only two have more than five years of experience. This points to the issue of capacity. This lack of experience is the key factor in the development of more nuanced and skilled implementation of special education interventions. The school has continued to work with teachers individually and collectively to build capacity. We are contracting with LIU for an on site course in special education intervention which is available to general ed and special ed teachers, hoping to raise capacity across the school. We will continue to work directly with teachers to build their skills through individual conferences and professional development.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School has a 24% special education population. Principal, Special Ed Coordinator and other school personnel meet weekly to monitor special education in the school including compliance, placement and teaching issues. Principal and Special Ed Coordinator visit classrooms on a regular basis and attend grade level meetings of special ed and general ed issues to gain feedback on these issues.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Of the 8 special education teachers in the building only two have more than five years of experience. This points to the issue of capacity. This lack of experience is the key factor in the development of more nuanced and skilled implementation of special education interventions. The school has continued to work with teachers individually and collectively to build capacity. We are contracting with LIU for an on site course in special education intervention which is available to general ed and special ed teachers, hoping to raise capacity across the school. We will continue to work directly with teachers to build their skills through individual conferences and professional development.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
ATS currently identifies 7 students as homeless; social workers currently identify another 6 students who qualify under the McKinty –Vento Act.
2. Please describe the services you are planning to provide to the STH population.
School Social workers, CBO social workers and school administrators meet weekly to review pupil personnel issues. At these meetings the situation of homeless students is addressed. Students may receive individual counseling, monitoring for attendance or direct aid through New York Times Neediest.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.