



**FANNIE LOU HAMER FREEDOM HIGH SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 12X682
ADDRESS: 1021 JENNINGS STREET, BRONX NEW YORK 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 New York 10460

SCHOOL TELEPHONE: 718 861 0521 **FAX:** 718 861 0618

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nancy Mann

PRINCIPAL: Nancy Mann

UFT CHAPTER LEADER: Aaron Broudo

PARENTS' ASSOCIATION PRESIDENT: Vivian Velasquez

STUDENT REPRESENTATIVE:
(Required for high schools) Dixie Lacayo
Suyeen Romero

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** CFN106

NETWORK LEADER: Cyndi Kerr

SUPERINTENDENT: Gerry Taylor-Brown

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
Aaron Broudo	*UFT Chapter Chairperson or Designee	
Vivian Velasquez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jessica Ortiz	DC 37 Representative, if applicable	
Dixie Lacayo Suyeen Romero	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Denise Montez	CBO Representative, if applicable	
Valerie Adams	Member/	
Beatrice Lugo	Member/Parent	
Aisela Aponte	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

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 (FLHFHS) 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.

FLHFHS 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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Fannie Lou Hamer Freedom High School				
District:	12	DBN #:	12X682	School BEDS Code:	321200011682

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		82.6	83.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.5	94.3	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		81.1	81.1	92.2		
Grade 8	0	0	0						
Grade 9	143	132	141	Students in Temporary Housing: Total Number					
Grade 10	144	155	135	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	106	106	123		5	13	TBD		
Grade 12	96	108	115						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	490	501	514		3	2	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	47	42	46						
No. in Collaborative Team Teaching (CTT) Classes	36	40	47	Principal Suspensions	38	178	TBD		
Number all others	23	40	45	Superintendent Suspensions	9	11	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	51	40	45	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	13	30	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	37	35	TBA
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	10	TBA
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	TBA
	6	5	TBA				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.4	100.0	TBD
American Indian or Alaska Native	0.4	0.2	0.0	Percent more than two years teaching in this school	57.9	48.6	TBD
Black or African American	31.2	32.5	29.2	Percent more than five years teaching anywhere	31.6	40.0	TBD
Hispanic or Latino	66.9	66.1	69.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.0	0.6	Percent Masters Degree or higher	66.0	80.0	TBD
White	0.6	0.2	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.7	91.5	TBD
Multi-racial							
Male	46.3	49.3	51.6				
Female	53.7	50.7	48.4				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)		Category (Check <input checked="" type="checkbox"/>)		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:		ELA:	x
	Math:		Math:	
	Science:		Grad. Rate:	x

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				√	√	67	√
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				√			
Hispanic or Latino				√			
Asian or Native Hawaiian/Other Pacific Islander				-			
White						-	
Multiracial							
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Economically Disadvantaged				√			
Student groups making AYP in each subject				4	1		
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

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 (Comprises 15% of the Overall Score)	12.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	38.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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/Teacher 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 your school's 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 school 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/under credited 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.

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.

Based on our understanding of the school itself, the historical experience of the school and the data the school focuses on four goals: literacy to address incoming students' needs, and increasing college readiness by focusing on the ELA Regents, the Math Regents and Building the Community School.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. Increase basic literacy skills school wide
 - Train 80% of the teachers in one or more literacy methodologies in cooperation with the city-wide literacy pilot by June 2011
2. Improve Student scores on the ELA
 - Increase number of students (Cohort N) passing ELA with a grade of 75 or better from 18% to 30% by June 2011
3. Improve student scores on the Math Regents
 - Increase percentage of students (Cohort O) passing the integrated Algebra exam from 12% to 25%. by June 2011
4. Strengthen and extend student support network; expand student opportunity
 - 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 2010-11 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, PLA, 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 Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Working with the city-wide literacy pilot we will train 80% of the teachers in one or more literacy methodologies by June 2011</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Focus teacher inquiry projects on reading comprehension, vocabulary, encoding/decoding, and writing 2. Provide support for literacy efforts through consultants, learning specialists, Aussies 3. Training in Achieve 3000, Reading Horizons, Psycholinguistic methods 4. Explore assistive technology training for teachers and students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>These initiatives are funded through Tax Levy Title One and NYSTL funds.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly review of professional development plans, training schedules, success at implementation of various methodologies, number of teachers trained, review of student results in order to refine best methods for working with student population.</p>

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve 11th grade scores on ELA as part of building college readiness. Increase number of students (Cohort N) passing ELA with a 75 grade or better by from 18% to 30%.</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 ipower feedback • Students to receive additional support during extended day • Emphasis on college readiness through advisory program including College Summit, College Excel and CUNY assessment program. • Use of Achieve 3000 for practice on multiple choice • Use work with Literacy Pilot to increase focus on building vocabulary, reading comprehension and writing skills with ELA teachers and content area teachers across the school
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • These initiatives are funded through Tax Levy, 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>	<p>Quarterly review of Data from: Regents scores Student work Achieve 3000 Rubrics and Ipower feedback Report Cards</p>

Subject/Area (where relevant): Goal #3 Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve 10th grade student pass rate on Integrated Algebra Exam Increase percentage of 10th grade students (Cohort O) passing the Integrated Algebra exam from 12% to 25%.</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, based on exam results • Continued consultation with Bard Math Consultant to fine tune curriculum and teacher understanding. • Work with Bard Math Consultant in Math Teacher Inquiry Teams • Extended day tutoring for students in need of remediation • Review assessments, ARIS data and Inquiry Team data to target students in need of extended support
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • These initiatives are funded through tax levy, Title One
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Quarterly review of Regents Scores,</p> <ul style="list-style-type: none"> • Student work • Attendance • Report Cards • Math Science Team feedback on student attainment

Goal #4 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. 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 CAS Expand Opportunity: maintain and extend number of students participating in opportunities outside the school building Children’s Aid Society: continue after school program, continue AIDP program, repeat Helen Keller vision screening. Focus on College Excel Program and the Teagle Grant in conjunction with NYU 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 human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding: Tax Levy, Title One, City, State and Private Funding obtained by Children’s Aid</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Quarterly review of:</p> <ul style="list-style-type: none"> • Attendance and lateness data • Participation rates in programs

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	125	125	125	125	50	na	50	137
10	109	99	109	109	50	na	50	134
11	70	75	70	70	50	na	50	97
12	67	91	80	80	50	na	50	146

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:</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>Not applicable 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 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.. All students receive a tour of the Children's Aid Health Clinic. Ninth and tenth grade students receive curriculum on health and sexuality provided by the Children's Aid Society. Advisory curriculum includes health issues.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be served: 59 LEP Non-LEP 450
Number of Teachers 35 Other Staff (Specify) 10

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

ELA/ESL after school instructional program

Fannie Lou Hamer Freedom High School provides supplemental services for ELL students after school. Our program provides two days of supplemental instruction, one in ELA and one in Math. Our ESL teacher, team teaches with an ELA teacher two day a week for 20 weeks to provide additional support for students struggling in ELA and the NYSESLAT. The target students include those struggling to develop strong English language literacy. The focus of the supplemental direct instruction in English language literacy includes reading fiction, building general vocabulary and academic vocabulary, and strengthening students' understanding of English language grammar. Materials to support the development of fiction reading include: *Five Miles to Empty: A Story of Friendship, Worth Fighting 4, The Game, Money Hungry, The Quarry Cave, The Year's Best Science Fiction and Fantasy*. To address vocabulary and grammar, students will work with *Men Can Get Embarrassed, Too!* to address confusing vocabulary and *Speak English Like an American*. Finally students will use Spanish English dictionaries to address vocabulary development. Twenty five students are served each semester. Students are identified by the ESL teacher using, class grades, NYSESLAT scores, ELA scores and general interest. If there is room, the classes are open to any ELL student who is interested in participating. The program begins with the first groups of students in September and continues through January to the Regents exams. The second semester begins after Regents exams in February continuing until the Regents exams in June. Teachers use a wide variety of instructional approaches including, small group instruction, balanced literacy, performance based assessment, language experience approach, total physical response, hands on, student centered activity based and project driven learning.

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.

In addition to our regular professional development work, we offer professional development in literacy and ELL instruction. We hold ongoing study groups on Friday afternoons, two times a month, alternative Fridays (8 sessions a semester after school, for 1.5 hours). Sessions begin in late September running through January. The second semester study group begins in February and continues through early June. They study group includes the Title III teachers and content area teachers and an Assistant Principal. Each semester the study group reads a different text. The first semester, the group focuses on literacy, this semester teachers read *Adolescent Literacy*, by . Next semester, the group will transition its focus to ELL instruction and read, *English Learners Academic Literacy and Thinking*, by Pauline Gibbons. After some discussion of the text, the groups brainstorm ways the strategies and ideas presented in the text can be applied to classroom instruction.

Section III. Title III Budget

School: _____ BEDS Code: _____

	2,239.82	Achieving on the NYSESLAT Supplies
Sub total	\$4,603.72	
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL	15,000.00	

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	397,518.00	266,408.00	563,926.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,975.00	2664.00	6639.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,876.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	39,752.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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 my request.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Fannie Lou Hamer Freedom High School
Parent Compact**

School Responsibilities

Fannie Lou Hamer Freedom High School 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;
- 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

Section I: Schoolwide Program (SWP) Required Components

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 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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

Fannie Lou Hamer serves a 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 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, Partnership with Algebra Project, etc

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.

NA

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.

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.

Fannie Lou Hamer Freedom High School is a schoolwide program therefore 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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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.)
2. Please describe the services you are planning to provide to the STH population.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Fannie Lou Hamer Freedom High School					
District:	12	DBN:	12X682	School		321200011682

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		82.6	83.8	81.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	132	141	135				
Grade 10	155	135	134				
Grade 11	106	123	96				
Grade 12	108	115	145				
Ungraded	0	0	0				
Total	501	514	510				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.5	94.3	96.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	81.1	92.2	92.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	13	12

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	42	46	48	Principal Suspensions	38	178	179
# in Collaborative Team Teaching (CTT) Classes	40	47	42	Superintendent Suspensions	9	11	9
Number all others	40	45	45				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	40	45	TBD	Number of Teachers	37	35	34
# ELLs with IEPs	13	30	TBD	Number of Administrators and Other Professionals	11	10	7

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	2	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	6	5	66	% fully licensed & permanently assigned to this school	97.4	100.0	100.0
				% more than 2 years teaching in this school	57.9	48.6	47.1
				% more than 5 years teaching anywhere	31.6	40.0	47.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	66.0	80.0	76.5
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	94.7	91.5	96.5
Black or African American	32.5	29.2	28.8				
Hispanic or Latino	66.1	69.6	70.8				
Asian or Native Hawaiian/Other Pacific	1.0	0.6	0.0				
White	0.2	0.4	0.4				
Male	49.3	51.6	54.9				
Female	50.7	48.4	45.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v		v	67
Ethnicity							

American Indian or Alaska Native				-		-
Black or African American				v		
Hispanic or Latino				v		
Asian or Native Hawaiian/Other Pacific Islander				-		
White						-
Multiracial						
Students with Disabilities				-		-
Limited English Proficient				-		-
Economically Disadvantaged				v		
Student groups making				4		1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	76.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	13.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	22.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	33.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	7.5					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

12X682 TITLE III

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be served: 59 LEP _____ Non-LEP
450

Number of Teachers _____ 35 Other Staff (Specify) _____ 10

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

ELA/ESL after school instructional program

Fannie Lou Hamer Freedom High School provides supplemental services for ELL students after school. Our program provides two days of supplemental instruction, one in ELA and one in Math. Our ESL teacher, team teaches with an ELA teacher two day a week for 20 weeks to provide additional support for students struggling in ELA and the NYSESLAT. The target students include those struggling to develop strong English language literacy. The focus of the supplemental direct instruction in English language literacy includes reading fiction, building general vocabulary and academic vocabulary, and strengthening students' understanding of English language grammar. Materials to support the development of fiction reading include: *Five Miles to Empty: A Story of Friendship*, *Worth Fighting 4*, *The Game*, *Money Hungry*, *The Quarry Cave*, *The Year's Best Science Fiction and Fantasy*. To address vocabulary and grammar, students will work with *Men Can Get Embarrassed, Too!* to address confusing vocabulary and *Speak English Like an American*. Finally students will use Spanish English dictionaries to address vocabulary development. Twenty five students are served each semester. Students are identified by the ESL teacher using, class grades, NYSESLAT scores, ELA scores and general interest. If there is room, the classes are open to any ELL student who is interested in participating. The program begins with the first groups of students in September and continues through January to the Regents exams. The second semester begins after Regents exams in February continuing until the Regents exams in June. Teachers use a wide variety of instructional approaches including, small group instruction, balanced literacy, performance based assessment, language experience approach, total physical response, hands on, student centered activity based and project driven learning.

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.

In addition to our regular professional development work, we offer professional development in literacy and ELL instruction. We hold ongoing study groups on Friday afternoons, two times a month, alternative Fridays (8 sessions a semester after school, for 1.5 hours). Sessions begin in late September running through January. The second semester study group begins in February and continues through early June. They study group includes the Title III teachers and content area teachers and an Assistant Principal. Each semester the study group reads a different text. The first semester, the group focuses on literacy, this semester teachers read Adolescent Literacy, by . Next semester, the group will transition its focus to ELL instruction and read, English Learners Academic Literacy and Thinking, by Pauline Gibbons. After some discussion of the text, the groups brainstorm ways the strategies and ideas presented in the text can be applied to classroom instruction.

Addendum 2010-2011

Parent and Community Engagement Activities - The parents will be introduced to the requirements for high school graduation, Regents exams, portfolio requirements and college planning, sequence that will help families understand the milestones of high school graduation.

We are targeting 20 – 40 parents of ELLs, in a four week sequence, 4 sessions of two hours each and the program will take place in the evening, 6-8 PM. Presenters will be teachers and administrators from the school and the programs will be in English and Spanish. Translators will be available as needed. They will include refreshments and materials.

Section III. Title III Budget

School: _____ BEDS Code: _____

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) - Per session - Per diem	\$7,982.40	Support Academic English – ELA/ESL after school instructional program/ parent component 2 teachers x \$49.89 (per session) x20 weeks x 2 hrs x 2 semesters = 7,982.40
	1,090.56	Additional Professional Development – Friday Study Groups 2 teachers x \$22.72 (training rate) x 8 times a semester x 1.5 hrs x 2 semesters = 1,090.56
	1,253.04	
Sub Total	\$10,326.00	2 Supervisor to Facilitate Study Group x 52.21 x 1.5 x 8 sessions x 2 semesters = 1,253.04
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,363.90	6 Fiction Titles Five Miles to Empty: A story of Friendship Worth Fighting 4 Money Hungry No Easy Answer The Quarry Cave The Year’s Best Science Fiction and Fantasy

	2,239.82	Resources Spanish English Dictionaries Speak English Like an American Men can get Embarrassed, Too!
Sub total	\$4,603.72	Achieving on the NYSESLAT Supplies
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL	15,000.00	

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Corinne Rello-Anselmi	District 12	School Number 682	School Name Fannie Lou Hamer HS
Principal Nancy K. Mann		Assistant Principal Susan Schutt	
Coach type here		Coach type here	
Teacher/Subject Area Katherine McMillan		Guidance Counselor Jose Alfaro	
Teacher/Subject Area Danielle Siegel		Parent Vivian Velasquez	
Teacher/Subject Area Valerie Mantz		Parent Coordinator Marlene Lamboy	
Related Service Provider Marybeth Kachnic		Other type here	
Network Leader Cyndi Kerr		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language 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	526	Total Number of ELLs	59	ELLs as Share of Total Student Population (%)	11.22%
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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.

1. English Language Learners are identified at Fannie Lou Hamer Freedom High School using a process that begins with the list notice received in mid-June. The school uses the Exam History and an intake interview of incoming families to screen for newcomers and SIFE students. The school uses the CAP system to screen for special education students with ELL designations. Identified students and their families are invited, along with all other incoming 9th grader families, to orientations in June. During these orientations, staff review the Parent Survey and Program Selection forms if available. If unavailable staff have informal conversations about past program placement and if parents desire a change. All communication, oral and written, is in both English and Spanish. Over the summer, as student files arrive, office staff pull Parent Survey and Program Selection forms. Through the use of ATS, CAP and student records, placement letters are generated and mailed to families. As students arrive over the counter, the Assistant Principal, Social Work team, and Parent Coordinator use the ATS, CAP, student records, and informal interviews which mimic the process at our June Orientations to determine placement for students.

If a student is new to the New York Public School system, the ESL teacher, Spanish teachers, and or the Assistant Principal administer the Home Language Identification Survey. The results of the survey determine if LAB-R exam is necessary. If the exam is necessary, the LAB-R is administered. Once the LAB is scored, families are given letters which indicate if the child's eligibility status and 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. If parents ask for transfers to Bilingual or Dual Language programs, the Assistant Principal or Director of Social Work help to facilitate the transfer. Our Parent Coordinator (PA) assists with parent contact, translation and other needs the staff may have as they identify and place ELL students. The PA also tracks responses from ELL families to ensure that Entitlement letters are received.

All ELL students are evaluated on a yearly basis on their English acquisition through the NYSESLAT. Each year the ESL teacher and Spanish teachers (the NYSESLAT team) divide the ELL students into three groups for the administration of the Speaking section of the exam. Students are pulled individually from Advisory, Gym, and Lunch to take the test. The NYSESLAT team then determines dates for the administration of the Listening, Reading and Writing sections of the exam as well as make up dates for absent students. Once the team has administered the exams, they grade and them return. Scores are reviewed for both placement purposes and for instructional objectives for ELL students.

2. Instructional program choices are described for individual families at Orientations held in June for families new to New York. The Assistant Principal, Spanish teachers or ESL teacher work individually with each family to ensure that the various options are fully understood and parents make informed choices. If families miss the scheduled orientation they are contacted over the summer and asked to come to school to individual orientations where program choices are reviewed. All ELL families are contacted and have been oriented to the program choices available in the New York Public Schools by the first weeks of September or when at an individual orientation when the student first arrives at school.

3. Entitlement Letters are sent to all ELL parents when students are identified through ATS and CAP. When students who are new immigrants are enrolled in our school, during the initial interview family fills out the Home Language Survey and if it indicates that a student is entitled to services the LAB is administered and placement is determined that day. Program choices are reviewed while the student is taking the LAB and when entitlement is determined, parents are given the Program survey and entitlement letter.

4. During Orientation interviews, ELL families are provided with documents which describe the program choices in both English and Spanish. The program choices are also reviewed verbally by the Assistant Principal, ESL teacher or Spanish teachers. When non-Spanish speaking staff are working with Spanish dominant families, translation is offered and provided the Parent Coordinator or other Fannie Lou Hamer Freedom HS staff members.

5. Reviewing Parent Selection forms we find that 100% of our parents choose Free-Standing ESL services.

6. There's 100% alignment between parent choice and our school's offering. Families who have experience with Bilingual program relate to us that their children's understanding of English is not increased by such program and prefer to enroll their students in Free-Standing ESL classes. This trend has not diminished.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										20	17	10	12	59
Total	0	0	0	0	0	0	0	0	0	20	17	10	12	59

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	25
SIFE	6	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	36

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	6	1	2	17	4	9	36	1	13	59	
Total	6	1	2	17	4	9	36	1	13	59	

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

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									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:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	17	10	12	59
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	20	17	10	12	59								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
 4. How do you 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.
1. 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. English Language Learners are taught in general education classes and are mainstreamed into high school classes. Our ESL teacher provides support through a push-in (co-teaching model) and also does some pull-out work with selected students. Students are heterogenously mixed in block classes.

2. Fannie Lou Hamer Freedom High School has a decentralized organizational structure, where the school is divided into houses. Each house has mixed age, interdisciplinary classes which are block programmed. English as a Second Language services are provided in a co-teaching/push in model where the ESL teacher team teaches with the English Language Arts, Social Studies and Reading teachers. This model provides 540 minutes of ESL instruction for our Beginner population, 360 minutes of instruction for our Intermediate students. and 180 minutes of instruction for our Advanced students as well as 180 minutes of ELA instruction.

3. We address the specific needs of ELL students 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. Our school achieves 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, and 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 include reading, writing, and discussion. The teachers work with students developing and infusing academic language through interdisciplinary, thematic teaching following Anna Whilchomot's principals of academic language development. Teachers model, observe and analyze student learning. S/he will advise, coach, guide, and monitor student understanding and extend learning to future study. All learning activities take place within the context of the Principles 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 ELL students through visual, hands on instruction, contextualization and using an interdisciplinary approach. In addition we use field trips and service learning to enhance language acquisition.

4. a. Fannie Lou Hamer Freedom High School has 6 SIFE students. According to their NYSESLAT data, one has scored in the Advanced category, 4 in the Intermediate and 1 in the Beginner. Four of the SIFE students are Proficient in listening and speaking and 2 are Advanced. In the modality of reading and writing, one student is Advanced, four are Intermediate, and 1 is Beginner. Given this data, our instructional plan for this group emphasizes literacy. The consistent emphasis on literacy across the curriculum and across grade level provides support for ELL students. 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. 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 through use of native language (Choice Book units) and by individualizing instruction.

b. Among our 6 students who have received 0-3 years of ELI service, three have achieved the Advanced level of proficiency and three have achieved Intermediate. When looking at their modality accomplishments, four of the students have reached Proficiency in listening and speaking and two are Advanced. In the modality of reading and writing three students achieved Advanced and three Intermediate. The consistent emphasis on literacy across the curriculum and across grade level provides support for ELL students. 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. 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 through use of native language (Choice Book units) and by individualizing instruction.

c. In the group of students who have 4 to 6 years of service, 23% have reached the level of Advanced, while 70% have scored at the Intermediate level and 5% at the Beginner level. All students in this category have achieved advanced or proficient in their listening and speaking scores. In their reading and writing scores, one student attained a Proficient, while 3 earned Advanced. Twelve students earned an Intermediate and one a Beginner. The consistent emphasis on literacy across the curriculum and across grade level provides support for ELL students. 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. 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 through use of native language (Choice Book units) and by individualizing instruction.

d. In our more than six years of service category, 30% score have an Advanced score, 58% score an Intermediate, and 5% score at the Beginner. There are two LTA students for whom there is no data. These students show similar patterns as the other groups, 66% of them are Proficient in their listening and speaking skills, 14% are Advanced, and 8% are Intermediate. Advanced, four are Intermediate, and one is a Beginner. The consistent emphasis on literacy across the curriculum and across grade level provides support for ELL students. 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. 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 through use of native language (Choice Book units) and by individualizing instruction.

e. Almost 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, three crisis para, one regular para, a part time School Psychologist, a part time Bilingual Social Worker, and a Special Education co-ordinator. Of the teaching staff, three 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.

B. Programming and Scheduling Information--Continued

5. 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.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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

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

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

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

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

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

14. What language electives are offered to ELLs?

5. Targeted intervention during the school day includes tutoring and the provision of extra time through session held during lunch, gym, and advisory. Content area teachers also provide intervention through extended day sessions. All interventions are provided in English, however many of our pedagogical staff are also Spanish speakers and use Spanish when necessary to support student learning.

6. Students who reach proficiency on the NYSESLAT remain in the Block programmed classes with those that have not reached proficiency and are provided with the same interventions to ensure that they continue to develop their language skills and improve their academic skills.

7. Achieve 3000 is a computerized reading program that identifies reading levels and provides individualized reading level appropriate reading practice and related comprehension questions. All ELL students will use Achieve 3000 to improve their reading of English and their comprehension skills.

8. None of the programs for ELL students will be discontinued this year.

9. All ELLs have equal access to all school sponsored activities. After school activities include PSAL sports, Extended Day tutoring, Credit Recovery and Child Development. Other activities include lifting, gaming, and other activities.

10. Instructional materials include teacher developed curriculum, relevant articles and readings, choice books (literature in both English and Spanish), and whole class literature selections. Each classroom is equipped with 4 to 6 desktop computers and a SmartBoard. Students use Achieve 3000 to better develop their reading and comprehension skills. Students in Math and Science classes use graphing calculators and general scientific materials such as scalpels, beakers, pipets, and other equipment. When necessary, the ESL teacher (who is also a Spanish speaker) or classroom teacher will edit classroom materials to include limited Spanish translation when needed.

11. Fannie Lou Hamer Freedom High school provides two years of Foreign Language instruction in Spanish. Our ELL population speaks Spanish exclusively. 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 speak only English and to enhance and expand the literacy in Spanish for students who have experience in the language. Beginner classes introduce students to the cultures and language of Spanish speaking peoples; while more advanced classes ask students to read, write and speak in Spanish.

12. All material used in ELL instruction and academic support are grade and age level appropriate.

13. We invite ELL student to Orientation to develop an understanding of our portfolio system and house system. We also invite ELL

students to participate in our Summer Bridge program to help them get accustomed to our balanced learning and interdisciplinary approaches to teaching and learning.

14. We offer Spanish to all ELL students.

C. Schools with Dual Language Programs

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

We do not have a Dual Language Program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Our ELL staff participate in a variety of external conferences each year in order to keep current on best practices and new trends in ESL and their content areas and are encouraged to attend QTEL and other OELL offerings, which highlight working with ELLs in the content areas, differentiation, scaffolding, and best ESL practices. The staff as a whole focuses on PD for literacy for the ELL and non-ELL student.

2. Student transitioning into Fannie Lou Hamer Freedom High School are provided with orientations and the Summer Bridge program to introduce them to our portoflio system and culture of teaching and learning invited to participate in these programs. For ELL students in particular, the Summer Bridge program provides the ESL teacher an opportunity to meet the students and assess their strengths and weakness.

3. 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 ESL specialist, participates in House meetings. In the context of these meetings, staff review student achievement data and brianstorm interventions for particular kids. In these meetings, our ESL teacher is able to engage staff memebbers 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. 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.

E. Parental Involvement

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

1. Parent involvement include regular Parent Association meetings, the School Leadership Team meetings, various family celebration, parent workshops such as: College Night and Financial Aid night.

2. Our CBO, Children's Aid Society (CAS) provides a variety of parent workshops, including ways ot access health care, mental health services, and adult education services through out the city. Immigration information and services are also offered. CAS also provided celebratory events for families including Thanksgiving and Holiday celebrations, Hispanic and African American history celebrations, and

Mother's and Father's day celebrations. All CAS activities include interpretation provided by staff.

3. Parent needs are evaluated through Parents Association Meetings, School Leadership Team meetings, and CAS parent workshops.
4. Parent are surveyed by PA members to discover what kinds of activities they would like to have available at the school. The Parent Coordinator also conducts inform discussions with parent to elicit their needs. Activities held in the past have covered a wide array of activities including things like parenting workshops and workshops that encouraged positive parent child interactions such as scapbooking.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	0	1	3
Intermediate(I)										8	13	8	7	36
Advanced (A)										10	3	1	4	18
Total	0	0	0	0	0	0	0	0	0	20	16	9	12	57

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	0	0	0
	I										0	0	1	1
	A										7	5	3	1
	P										13	11	5	6
READING/ WRITING	B										2	0	0	0
	I										8	13	8	4
	A										9	3	1	4
	P										1	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	38		8	
Math <u>Algebra</u>	36		4	
Math <u>Geometry</u>	2			
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school serves

2. The NYSESLAT data reveals that 28% of our ELLs score in the Advanced category, while 63% of our students reach the Intermediate level and 5% fall in the Beginner. The data shows that our students do very well at acquiring spoken language, 61% scored Proficient and 28% scored Advanced (no students scored in the Beginner category). Reading and Writing are the areas where our students need the most support 57% students scoring in the Intermediate category and only 29% scoring in the Advanced category. When looking at scores across grades, we find that 9th graders, 50% are Advanced, 40% are Intermediate, and 5% are Beginner. Among 10th graders, 18% are Advanced and 76% are Intermediate. In the 11th grade, 10% have reached the Advanced level of proficiency and 80% have reached the Intermediate (there was no data for one long term absent student). Finally, among the 12th grade class, 33% have reached the Advanced level, 58% are intermediate, and 8% are Beginners (1 student). From this data, our incoming 9th graders have achieved a level of proficiency higher than our incoming classes have had in the past. The bulk of our students across grades are have Intermediate proficiency

and writing students fall into the Advanced and Intermediate categories (See Above: Part A - Programming and Scheduling - Question 4 for data). Among our Special Education population we find the same pattern (See Above: Part A - Programming and Scheduling - Question 4 for data). Our students overwhelmingly fall into the Proficient and Advanced categories (92%), and in reading and writing students, 24% are Advanced, 72% are Intermediate, 4% are Beginner. Among students scoring in the Advanced category, 83% were Proficient in listening and speaking and 16% Advanced. In reading and writing 5% of these students scored Proficient and 94% scored in the Advanced category. Students who score in the Intermediate range, 61% were Proficient in listening and speaking, 33% earned the an Advanced proficiency, and 5% in the Intermediate level. In reading a writing, 100% scored in the Intermediate range. Finally among the 3 students who fall in the Beginner category, we find that two of them scored in the Advanced range in listening and speaking, and one of them scored Intermediate. All scored in the Beginner range in reading and writing. Examining the data uncovers the same pattern again and again, our students have stronger skills in listening and speaking than they do in reading and writing.

Our overall student body comes to us having scored in the below 3 on the 8th grade ELA and Math tests. All of our students struggle with their literacy. In an effort to provide students with the greatest possibilities of passing the Regents exams, we begin offering the English Language Arts and Integrated Mathematics exam in June of the 9th grade and ask students to take the exam at each administration until they pass. Our ELL population, like our general student body, see their scores rise each year, until they pass (often in 11th grade).

3. The patterns in our ELL test scores coincide with the patterns we see in generally among our students. Each group struggles with literacy. Due to this pattern, we have focused on literacy from our inception. We continue to focus our efforts on strengthening literacy skills among ELL students and all Fannie Lou Hamer Freedom High School students. Inquiry team projects are organized around literacy topics, as is our more traditional professional development. Our curriculum is also structured to provide literacy instruction and practice across the disciplines.

4. English Language Learners are provided English and Spanish versions of the Integrated Algebra exam. Although they may occasionally write on the Spanish versions of the test, our ELL students do the vast majority of their work and record their answers on the English versions of the test. When looking at student scores, we see that when students first take either the Math or ELA their scores range from the 30s to the 50s. As students move from grade to grade, their scores on the exams increase. Most ELL students pass the ELA Regents exam in their 12th grade year. Similar patterns exist for the Integrated Algebra Regents exam. Like many of our general education students, our ELL population struggles in Mathematics and often do not pass this exam til they are in the 12th grade. When looking at reviewing portfolios and performance based assesement, we see students' language skills develop over time. The consistent demand for the production of projects pushes students to develop their written language skills. As students move through assessment activities, written language becomes more sophisticated from January to June, and from one grade to the next. Spoken language makes similar, if faster progress, due to our demand that students regularly present and defend their work in class as well as during the Portfolio process. Similarly, students enhance their spoken language skills during weekly service learning experiences.

5. Do not have a Dual Lanugae Program

6. Fannie Lou Hamer Freedom High School uses a variety of tools to assess the efficacy of our ELL programs. We look at credit accumulation, completion of performance tasks and Portfolio grades, classroom assessments, NYSESLAT data, Regents data, student and family interviews, NCLB and NYC Progress Report data to make determinations about the value of our programs. Currently we see that our program is moving kids forward in their language acquisition and toward a four year graduation.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 12x682

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$397,518	\$266,408	\$663926
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,975.18	\$2,664.08	\$6639.26
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,875.9	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$39,751.8	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
69%

6. 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

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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 1111-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.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Fannie Lou Hamer Freedom High School

Parent Compact

School Responsibilities

Fannie Lou Hamer Freedom High School 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;
- 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		

Section I: Schoolwide Program (SWP) Required Components

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

Fannie Lou Hamer serves a 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 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, Partnership with Algebra Project, etc

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.

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.

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.

Fannie Lou Hamer Freedom High School is a schoolwide program therefore 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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA,

so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

	<i>or Local)</i>	(✓)			<i>school allocation amounts)</i>	Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$397,518	x	12-18, 21-24
Title I, Part A (ARRA)	Federal	x			\$266,408	x	12-18, 21-24
Title II, Part A	Federal			N/A	N/A		
Title III, Part A	Federal	x			\$15,000	x	25-27
Title IV	Federal				N/A		
IDEA	Federal	x			\$13,535	x	12-18
Tax Levy	Local	x			\$2,423,873	x	12-18

