



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** FANNIE LOU HAMER FREEDOM HIGH SCHOOL\_\_\_\_\_

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):    \_12X 682\_\_\_\_\_

PRINCIPAL:    \_NANCY MANN\_\_\_\_\_    EMAIL:    \_NMANN@SCHOOLS.NYC.GOV\_\_\_\_\_

SUPERINTENDENT:    \_\_\_GERALDINE TAYLOR BROWN\_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Nancy Mann	*Principal or Designee	
Aaron Broudo	*UFT Chapter Leader or Designee	
Ana Perez	*PA/PTA President or Designated Co-President	
Jessica Ortiz	DC 37 Representative, if applicable	
Brianna Rivers Stephanie Salcedo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Denise Montes, CAS	CBO Representative, if applicable	
Lorena Laucer	Member/ PA Vice President	
Heather Jones	Member/ PA Secretary	
Yvette Lebron	Member/ Treasurer	
Sandra Rodriquez	Member/Parent	
	Member/	
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2012, All Students, Latino Students and Economically Disadvantaged students will demonstrate progress towards achieving state standards as measured by a 5.93% increase in the graduation rate for the 2011-2012 school year.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards

- After reviewing The New York State School Report Card for graduation data, it was determined that the student groups of All students, Latino students and Economically Disadvantaged missed state targets for graduation rate. As a result we have made progress on the graduation rate a priority goal for the school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity One: Identify interventions**

- a) Professional Development on the following topics: use of student data to plan and set goals, review of 11<sup>th</sup> and 12<sup>th</sup> grade transcripts to determine progress towards graduation, the development of individualized plans for student progress.
- b) Target Populations: Teams of teachers working with specific cohorts of students, support of social workers for non-academic interventions.
- c) Responsible Staff members: AP's, Staff developers (internal and external and data specialist)
- d) Implementation Timeline: September 2011 through June 2012, quarterly review

### **Activity Two: Embed Extended Day in School day**

- a) Use the embedding of extended day in the school day to insure that identified students receive targeted interventions in credit recovery, skill building and academic assistance.
- e) Target Populations: Teams of teachers working with specific cohorts of students, support of social workers for non-academic interventions.
- f) Responsible Staff members: AP's, Staff developers (internal and external and data specialist)
- g) Implementation Timeline: September 2011 through June 2012, quarterly review.

### **Activity Three: Develop Saturday Program**

- a) Develop Saturday program so that identified students receive additional targeted interventions in credit recovery, skill building and academic assistance.
- b) Target Populations: Teams of teachers working with specific cohorts of students,
- c) Responsible Staff members: AP's, Staff developers (internal and external and data specialist)

d) Implementation Timeline: Feb 2012 through June 2012, quarterly review.

**Steps for Including teachers in the decision making process**

Teachers voted through SBO in Spring 2011 to embed two 50 minute periods of extended day into the school day in order to insure that all students receive targeted interventions or enrichment.

Teachers meet in grade level and cross functional teams to review student data at least quarterly and adjust student programs.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The school's parent coordinator works closely with parents providing information and assistance as needed to foster an effective partnership with the school. School tours are held for prospective students in the fall and New Student/ Family Orientations are held in the spring and summer, along with monthly Parent Association meetings. In addition the parent coordinator works with the Children's Aid Society to host parent forums on parent's understanding of issues of teenage development, Thanksgiving celebrations, and Mother's and Father's Day celebrations.

Each day families whose students are absent or late receive a phone call verifying student attendance. School social workers provide counseling and crisis intervention for students and families in need. Each student has a teacher/advisor who works with the student and the family for a minimum of two years. Family conferences are offered 3 times a year and as needed.

The school works with Children's Aid Society to provide assistance through NYTimes Neediest, Immigration Clinic, Advocacy, and medical care through the Children's Aid Society family center.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all license areas.

Administrative staff will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors are assigned to support struggling and non-HQT teachers.

Our teachers have developed positive professional relationships with faculties from Bard College, Columbia University Teachers College, and NYU. Our teachers often serve as cooperating teachers for graduate students throughout the school year and we have used these programs to develop prospective teachers.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Fannie Lou Hamer Freedom High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school snacks they receive at

FLHFHS are critical to their health and well being.

Our program is enhanced by staff, and professional development workshops supported by The Algebra Project, The New York Performance Standards Consortium, AUSSIES, the Studio Museum in Harlem and CFN Network 106.

The Children's Aid Society is the major CBO in our school providing important health services, leadership development support and mentoring services for our students including after school, pregnancy prevention, Helen Keller vision screening, Children's Aid Family Center health services, College Excell and College Success Center.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III and human resources to implement this action plan from Sept 2011 to June 2012 as indicated below:

Teacher per session for after school and Saturday programs.

Teacher per session for after school professional development workshops

Professional instructional materials for use during extended day, after school and Saturday programs.

Professional consultants it support teachers in curriculum and classroom development.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, All students, Latino students and economically disadvantaged students will make Adequate Yearly Progress (AYP) in ELA by meeting or exceeding the Effective Annual Measurable Objective (EAMO) or by achieving Safe Harbor as measured by the subgroups performance on the NYS ELA examination results in 2010.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The New York State Report Card Accountability and Overview Report 2010-11 reflects the following performance in English Language Arts:

We did not meet performance objectives in the subgroups of All students, Latino Students and economically disadvantaged students. We did meet performance

objectives for African American Students. The school is 79% Latino, 21% African American, and 81% Economically disadvantaged. An analysis of the sub groups shows that they are not separate distinct groups but by and large overlapping. Therefore, in order to make progress on the ELA targets for all sub groups the school must identify and work with students at risk in all three areas.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1 Professional Development**

- a) Strategy: Teacher PD will continue to focus on successful instructional practices for content area literacy development.
- b) Target Population: All instructional staff
- c) Staff and other Resources: All staff will participate with ongoing professional development workshops offered by NY Performance Standards Consortium, and work with consultants on curriculum and classroom development. The common Core State Standards for English Language Arts and Literacy in History/Social Studies Science and Technical Subjects will be used as a guide to further promote literacy.
- d) Timeline: September 2011 through June 2012

#### **Activity #2 English Regents Preparation Courses**

- a) ELA targeted Assistance: Ensure all students in need participate in ELA Preparation Courses during the school day, extended day and/or Saturday program. Based on analysis of student work, the course will be designed to target student need.
- b) Target Population: Students in need of assistance to be determined by data
- c) Staff and other resources: ESL and English Licensed instructional staff.
- d) Timeline: Fall and Spring terms, Sept 2011 through June 2012.

#### **Steps for Including teachers in the decision making process**

Teachers voted through SBO in Spring 2011 to embed two 50 minute periods of extended day into the school day in order to insure that all students receive targeted interventions or enrichment.

Teachers meet in grade level and cross functional teams to review student data at least quarterly and adjust student programs.

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The school's parent coordinator works closely with parents providing information and assistance as needed to foster an effective partnership with the school. School tours are held for prospective students in the fall and New Student/ Family Orientations are held in the spring and summer, along with monthly Parent Association meetings. In addition the parent coordinator works with the Children's Aid Society to host parent forums on parent's understanding of issues of teenage

development, Thanksgiving celebrations, and Mother's and Father's Day celebrations.

Each day families whose students are absent or late receive a phone call verifying student attendance. School social workers provide counseling and crisis intervention for students and families in need. Each student has a teacher/advisor who works with the student and the family for a minimum of two years. Family conferences are offered 3 times a year and as needed.

The school works with Children's Aid Society to provide assistance through NYTimes Neediest, Immigration Clinic, Advocacy, and medical care through the Children's Aid Society family center.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all license areas.

Administrative staff will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors are assigned to support struggling and non-HQT teachers.

Our teachers have developed positive professional relationships with faculties from Bard College, Columbia University Teachers College, and NYU. Our teachers often serve as cooperating teachers for graduate students throughout the school year and we have used these programs to develop prospective teachers.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Fannie Lou Hamer Freedom High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school snacks they receive at FLHFHS are critical to their health and well being.

Our program is enhanced by staff, and professional development workshops supported by The Algebra Project, The New York Performance Standards Consortium, AUSSIES, the Studio Museum in Harlem and CFN Network 106.

The Children's Aid Society is the major CBO in our school providing important health services, leadership development support and mentoring services for our students including after school, pregnancy prevention, Helen Keller vision screening, Children's Aid Family Center health services, College Excell and College Success Center.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III and human resources to implement this action plan from Sept 2011 to June 2012 as indicated below:

Teacher per session for after school and Saturday programs.

Teacher per session for after school professional development workshops  
Professional instructional materials for use during extended day, after school and Saturday programs.  
Professional consultants it support teachers in curriculum and classroom development

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

As part of building college readiness improve 11<sup>th</sup> grade scores on ELA by increasing percentage of 11<sup>th</sup> grade students (Cohort O) passing ELA with a 75 or better from 30% to 35% by June 2012

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The NYC Progress Report of 2010-11 shows that the school has a college readiness index of 29.4%. While this metric outperforms the peer and city averages, students need to be better prepared for college and to pass out of remedial course work at CUNY. In order to address this goal we are focusing on increasing the percentage of students passing the ELA with a 75 or better.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity One: Build a College Going Culture**

- a) Help students to see the need for increased test scores through building a college going culture through increased exposure to college standards through programs like College Now, Excel, NYU Teagle grant and working with NYU, Children's Aid and Fannie Lou Hamer college support personnel.
- b) Staff: FLH College Advisor, NYU National college Advising Corp and teacher/advisors
- c) Target Population: Students in grades 9 through 12
- d) September 2011 through June 2012

#### **Activity Two: Work with students to exceed minimum requirements**

- a) Using item analysis, target students who need additional assistance.
- b) Staff: Teaching staff and college advising staff.
- c) Target Population: Students in grades 9 through 12
- d) Time Line: September 2011 through June 2012

**Steps for Including teachers in the decision making process:**

Each teacher functions as an advisor to a group of twenty students, working with the student and the family on academic progress and post secondary planning. Teachers meet in grade teams to coordinate scheduling and programming for student goals.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The school's parent coordinator works closely with parents providing information and assistance as needed to foster an effective partnership with the school. School tours are held for prospective students in the fall and New Student/ Family Orientations are held in the spring and summer, along with monthly Parent Association meetings. In addition the parent coordinator works with the Children's Aid Society to host parent forums on parent's understanding of issues of teenage development, Thanksgiving celebrations, and Mother's and Father's Day celebrations.

Each day families whose students are absent or late receive a phone call verifying student attendance. School social workers provide counseling and crisis intervention for students and families in need. Each student has a teacher/advisor who works with the student and the family for a minimum of two years. Family conferences are offered 3 times a year and as needed.

The school works with Children's Aid Society to provide assistance through NYTimes Neediest, Immigration Clinic, Advocacy, and medical care through the Children's Aid Society family center.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all license areas.

Administrative staff will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support struggling and non-HQT teachers.

Our teachers have developed positive professional relationships with faculties from Bard College, Columbia University Teachers College, and NYU. Our teachers often serve as cooperating teachers for graduate students throughout the school year and we have used these programs to develop prospective teachers.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Fannie Lou Hamer Freedom High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school snacks they receive at FLHFHS are critical to their health and well being.

Our program is enhanced by staff, and professional development workshops supported by The Algebra Project, The New York Performance Standards Consortium, AUSSIES, the Studio Museum in Harlem and CFN Network 106.

The Children's Aid Society is the major CBO in our school providing important health services, leadership development support and mentoring services for our students including after school, pregnancy prevention, Helen Keller vision screening, Children's Aid Family Center health services, College Excell and College Success Center.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III and human resources to implement this action plan from Sept 2011 to June 2012 as indicated below:

Teacher per session for after school and Saturday programs.

Teacher per session for after school professional development workshops

Professional instructional materials for use during extended day, after school and Saturday programs.

Professional consultants it support teachers in curriculum and classroom development.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	143	143	143	143	As needed	n/a	As needed	As needed
<b>10</b>	112	112	112	112	As needed	n/a	As needed	As needed
<b>11</b>	113	113	113	113	As needed	n/a	As needed	As needed
<b>12</b>	108	108	108	108	As needed	n/a	As needed	As needed

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	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.
<b>Mathematics</b>	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.
<b>Science</b>	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.
<b>Social Studies</b>	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.
<b>At-risk Services provided by the Guidance Counselor</b>	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.

<b>At-risk Services provided by the School Psychologist</b>	<b>Not applicable</b> School psychologist is present two days a week and focuses on mandated cases.
<b>At-risk Services provided by the Social Worker</b>	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.
<b>At-risk Health-related Services</b>	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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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## **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
- 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.

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

#### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student

achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent

Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **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		

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_\_\_\_12x682\_ **School Name:** Fannie Lou Hamer Freedom High School\_\_

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**  School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - After reviewing The New York State School Report Card for graduation data, it was determined that the student groups of All students, Latino students and Economically Disadvantaged missed state targets for **graduation rate**.
  - 
  - For the category of **ELA**, the school did not meet performance objectives in the subgroups of All students, Latino Students and economically disadvantaged students. The school met performance objectives for African American Students. The school is 79% Latino, 21% African American, and 81% Economically disadvantaged. An analysis of the sub groups shows that they are not separate distinct groups but by and large overlapping. The school serves a neighborhood population that comes in as a large percentage of students overage for grade, and 95% of students come in below proficiency. Therefore it can take longer for students to meet state standards.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will institute of program of professional development aimed at identifying interventions for students at risk. This includes embedding extended day time in the school day so that students have a scheduled opportunity to improve their skills and work with teachers. In addition, curriculum aligned with the common core standards will continue to address literacy and academic skills across the grades. In addition students will be offered after school and Saturday programs.

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### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

Fannie Lou Hamer uses the Title 1 10 Percent Professional Development funds to support teacher development focusing on literacy, classroom development, use of data in the classroom through mentoring, in-class support and inquiry and workshop models aimed at supporting student development in ELA and in progress towards graduation.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Each teacher is assigned a coach/mentor who visits the classroom and works with the teacher on a consistent basis. Coach/mentors are administrators and consultants with years of classroom experience. Each teacher is also part of a small inquiry group chaired by one of the coach/mentors which meets on a weekly basis. The entire staff meets weekly to review issues of policy and all school development in the use of technology.

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 will notify parents by letter in English and Spanish and will discuss at PA and SLT meetings.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>1 Corinne Rello-Anselmi/ 106 C</b>	District <b>12</b>	Borough <b>Bronx</b>	School Number <b>682</b>
School Name <b>Fannie Lou Hamer Freedom High School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Nancy Mann</b>	Assistant Principal <b>Susan Schutt</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Valerie Mantz, ESL Coordinator</b>	Guidance Counselor <b>Jose Alfaro</b>
Teacher/Subject Area <b>Katherine McMillian, English</b>	Parent <b>Sandra Rodriguez</b>
Teacher/Subject Area <b>Danielle Bassie, Mathematics</b>	Parent Coordinator <b>Marlene Lamboy</b>
Related Service Provider <b>Marybeth Kachnic</b>	Other <b>type here</b>
Network Leader <b>Cynthia Kerr</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>6</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>500</b>	Total Number of ELLs	<b>58</b>	ELLs as share of total student population (%)	<b>11.60%</b>
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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. Students' documents are reviewed by intake staff, usually the ESL teacher or assistant principal, and an informal conversation is held regarding students prior education. When a student is identified as being new to the New York City schools, the ESL teacher or assistant principal administers the Home Language Identification Survey. The Parent Coordinator participates when the family needs translation. This initial language data is reviewed by the ESL teacher and assistant principal and a determination is made if the LAB-R is necessary. Within the first week of the student's attendance in school, the ESL teacher or Foreign Language teacher then administers the LAB-R and determines the eligibility of the student.

The New York State English as a Second Language Assessment Test is administered each spring. Eligible students are determined by using the RLER and RLAT reports in ATS. The ESL teacher and Foreign Language teachers administer the speaking and listening sections of the exam identified students individually. Dates are determined for the reading and writing sections of the test and students are tested. For those students who are absent for the reading and writing sections, a make-up date is selected and if students are again absent, teachers will make every effort to pull those students individually to complete the exam.

2. Parents of students who have completed the LAB-R exam and are eligible for ELL services are asked to join the assistant principal and parent coordinator to review program choices the second week of attendance. Dual Language, Transitional Bilingual, and English as a Second Language programs are reviewed through watching a video that describes the programs and reviewing the program choices brochure. The assistant principal then reviews the Parent Survey/Program Selection form to make sure the parent understands the importance of the document.

3. Entitlement letters are handed to parents when they attend the meeting to describe the different program choices the second week of their child's attendance at our school. Parents who do not respond to phone calls are mailed the letter and phone calls are made until there is contact with the parent. If parents do not return Parent Survey/Program Selection forms at the program choice meeting, the Parent Coordinator follows up with phone calls to make sure that the Parent Survey/Program Selection form is returned to school as fast as possible. All entitlement letters are filed in the students' cumulative record in the main office.

4. English Language Learners who enter our school from other NYC public schools are identified through ATS reports including the RLER, the RCRL and the RLAT reports. The CAP and SESIS systems are used to identify ELL students who are also Student with Disabilities (SWD). In June, all students who have been list noticed to our school are invited to school for a tour and individual orientations. Students and parents are interviewed by the assistant principal, ESL teacher, and possible Special Education teachers to develop an understanding of the students' prior education and preferences. Students are placed in classes according to their status as ELL students, or as ELL-SWD students and their preferences as discovered in the interview. Letters are mailed in September indicating students' continued ELL eligibility. These letters are filed in students cumulative records in the main office.

5. The Parent Survey/Program Selection data is reviewed annually by the ELS teacher, assistant principal, and principal. In that review, we find that parents choose the Free-Standing ELS program, in all instances.

6. There is alignment between parent choice and the program that our school offers. Parents who have experience with Bilingual programs relate to use that their children's understanding of English is not increased by such programs and prefer to enroll their students in Free-Standing ESL classes. Similarly, parents who have had their students enrolled in ESL programs have relate to us that they prefer the ESL model and the opportunities their children have to interact with English speaking students. As we review parents

preferences, we continue to develop our services for our ELL students.

## 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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										4	4	4	4	16
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	4	4	4	16

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	20
SIFE	7	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	33

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	10	2	2	15	1	6	33	3	10	58
Total	10	2	2	15	1	6	33	3	10	58

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
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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	13	15	11	58
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	19	13	15	11	58

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.
  - a. 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 mainstreamed in general education 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.
  - b. Students are heterogeneously mixed in block programmed 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.
  - a. Beginner English Language Learners receive ESL instruction each day of the week for at least one hour. Students receive 1 hr 45 minutes of ESL instruction on Mondays and 45 minutes of ESL through Social Studies; on Tuesdays, students receive 1 hr of ESL Reading instruction; on Wednesdays, students receive 1 hr of ESL instruction and 1 hr of ESL through Social Studies. On Thursdays students receive 45 minutes of ESL instruction and 45 minutes of ESL through Social Studies, and on Friday students receive 1 hr of ESL and 1 hr of ESL Reading. Weekly ESL instruction for beginners meets the 540 minutes required by New York State. Intermediate students receive ESL instruction for a minimum of 1 hr on instruction daily. Intermediate students receive 1 hr of ESL instruction and 1 hr of ESL through Social Studies on Mondays; on Tuesdays, students receive 1 hr of ESL instruction; on Wednesdays, students have 1 hr of ESL Reading instruction, on Thursdays, students receive 1 hr and 45 minutes of ESL through Social Studies and 45 minutes of ESL instruction; on Fridays students receive 1 hr of ESL instruction. This combination of instruction results in 360 minutes of ESL for our Intermediate students. Our advanced students receive and 180 minutes of ESL instruction, on Mondays students have 1 hr of ESL Reading instruction; on Tuesday, 1 hr of ESL through Social Studies; on Thursday ESL Reading instruction and on Fridays, 45 minutes of ESL instruction. Our Advanced students also receive 300 min. of English Language Arts Instruction, 1 hr on Mondays; 45 minutes on Tuesdays; 1 hr on Wednesdays; and 45 minutes on Friday. Native Language instruction is delivered by the Foreign Language team which provide Spanish instruction, all students receive 180 minutes of Spanish instruction each week. See Attached Schedules
3. We address the specific needs of ELL students through content area instruction and a balanced literacy program. 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. In English, students would use the techniques to study whole class high school level texts such as Medea, Night, Dreams of My Father, and To Kill a Mocking Bird. In Social Studies students would use these techniques to access and practice concepts including global studies, world religions,

## A. Programming and Scheduling Information

american history and government. In science students would use these techniques and experimentation to access and practice concepts in live and physical science. In math students use these techniques to access and practice concepts in algebra, geometry, and trigonometry. 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 developoing 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 interdisciplinay appraoach. In addition we use field trips and service learning to enhance language acquisition. 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. Mathematics and science classes use hands on activities, labs, inquiry, and small group instruction. This group work enhances language development through both the need of students to talk to one another and also through student presentations. The ESL teacher consults with curriculum teams and individual teachers to provide content support for ELLs.

4. Native Languge Arts teachers evaluate all students native language literacy before placement into language classes.

5. a. Fannie Lou Hamer Freedom High School has 7 current SIFE students on the roster. Our general approach to SIFE students includes a significant analysis of the available data, including formative assessments and teacher reports, to determine the specific needs of individual students. Our current students are performing strongly in the areas of speaking and listening and are having more difficulty with reading and writing; following the patterns historically found among our ELL students. This group requires a strong emphasis on literacy skills. The consistent approach to literacy across the curriculum and across grade level provides support for SIFE students. Practices include the developement 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 presentaitons 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 though use of native language (Choice Book units) and by individualizing instruction. Block programming allows students to support one another in their academic pursuits in all ways, but particularly in through the use of student translation.

b. Available data for students who have received 0-3 years of ELL service is examined to help determine the needs of this group of students. Currently this group of students are showing strong skills in speaking and listening and are having some difficulty with reading and writing. The consistent emphasis on literacy across the curriculum and across grade level provides support for ELL students with 0-3 years of service. Practices include developement 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 presentaitons 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 though use of native language (Choice Book units) and by individualizing instruction. Additionally block programming allows students to move through academic classes together allowing them to use their native language to help one another to move through content and classroom experiences.

c. In the group of students who have 4 to 6 years of service, students again are performing strongly in speaking and listening and are in need of focused instruction in reading and writing. The consistent emphasis on literacy across the curriculum and across grade level provides support for ELL students. Practices include developement 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 presentaitons 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 though use of native language (Choice Book units) and by individualizing instruction.

d. In our more than six years of service category, data indicates again that speaking and listening skills are strong and reading and writing are the areas of weakness. The consistent emphasis on literacy across the curriculum and across grade level provides support for ELL students. Practices include developement 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 presentaitons focus teachers and students on using academic language and intellectual skills in presenting their understandings

## A. Programming and Scheduling Information

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.

6. Classroom content in ELL/SWD classes is planned in discipline-based teacher meetings. Curriculum is reviewed for congruence with

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	are identified as bilingual on their IEP receive an alternative placement para. The para works with the Special Education teacher and the		
75%	ESL teacher to adapt materials for the student.		
50%	7. Although this is a small school we are committed to serving students within the least restrictive environment. Programs can include self-		
25%	contained, collaborative team teaching, sets and g		
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted intervention during the school day includes tutoring and the provision of extra time through sessions held during lunch, gym, and advisory. Content area teachers also provide intervention through the extended day time during the common period. In ELA we use the common period to target students who need basic reading instruction using Achieve 3000, language enrichment focusing on skills needed for the ELA Regents Exam, and in addition students may take the College Access Success psychology and sociology courses which focus on content area knowledge and skills necessary for college success. In Math we use the common period to target students who need math remediation and concept enrichment in order to pass the Math Regents. College Access Success courses in math may also be taken which focus on content area knowledge and skills necessary for college success in Math. In Social Studies we use the common period to target students who need content area support to complete Language and exit portfolios in the Social Sciences where academic language and content area concepts are focused on. In addition students may take College Access Success courses in psychology and sociology to enhance content area knowledge and develop the skills necessary to have college success. In Science the common period is used to target students who need support in developing academic language in the sciences. 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. As a school that services a

## B. Programming and Scheduling Information--Continued

8. 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.
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9. 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. Students who have become proficient are allowed the same test accommodations as current ELL students, extended time and the use of glossaries.

10. This year we have developed the Common Period where all students are engaged in activities related to College Readiness. Over the course of the year students will participate in a variety of activities that target college readiness, including non-fiction reading, writing, and college awareness. Participation in activities is determined by individual student need. During this period ELL students will also work with Achieve 3000 is a computerized reading program that identifies reading levels and provides individualized reading level appropriate reading practice and related comprehension questions. School data shows weighted four year diploma rate of 152.6% for ELL students which is in the top 40%, in order to increase graduation rate for ELLs we have developed the common period approach.

11. None of our programs for ELL students will be discontinued this year.

12. All ELLs have equal access to all school sponsored and CBO sponsored activities. Students are invited by mail home, advisory announcements, and classroom announcements. ELL students participate in all activities and CBO personnel are bilingual and reach out to parents. After school activities include Children's Aid Society After-School programming which includes cooking, weight lifting, gaming, and other activities, and PSAL sports. In addition, Fannie Lou Hamer Freedom High School offers Saturday school, where students are able to work on language acquisition.

CAS uses a mix of federal, state, city and private monies to provide afterschool, mental health, family clinic, dental, college advisement and summer programming in order to provide students with high levels of support and opportunity.

13. Instructional materials include teacher developed curriculum, relevant articles and readings, choice books (literature in both English and Spanish), and whole class literature selections. In English, students would use the techniques to study whole class high school level texts such as Medea, Night, Dreams of My Father, and To Kill a Mocking Bird. In Social Studies students would use these techniques to access and practice concepts including global studies, world religions, American history and government. In science students would use these techniques and experimentation to access and practice concepts in life and physical science. In math students use these techniques to access and practice concepts in algebra, geometry, and trigonometry. Each classroom is equipped with 4 to 6 desktop computers and a

## B. Programming and Scheduling Information--Continued

8. 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.
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9. 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. Students who have become proficient are allowed the same test accommodations as current ELL students, extended time and the use of glossaries.

10. This year we have developed the Common Period where all students are engaged in activities related to College Readiness. Over the course of the year students will participate in a variety of activities that target college readiness, including non-fiction reading, writing, and college awareness. Participation in activities is determined by individual student need. During this period ELL students will also work with Achieve 3000 is a computerized reading program that identifies reading levels and provides individualized reading level appropriate reading practice and related comprehension questions. School data shows weighted four year diploma rate of 152.6% for ELL students which is in the top 40%, in order to increase graduation rate for ELLs we have developed the common period approach.

11. None of our programs for ELL students will be discontinued this year.

12. All ELLs have equal access to all school sponsored and CBO sponsored activities. Students are invited by mail home, advisory announcements, and classroom announcements. ELL students participate in all activities and CBO personnel are bilingual and reach out to parents. After school activities include Children's Aid Society After-School programming which includes cooking, weight lifting, gaming, and other activities, and PSAL sports. In addition, Fannie Lou Hamer Freedom High School offers Saturday school, where students are able to work on language acquisition.

CAS uses a mix of federal, state, city and private monies to provide afterschool, mental health, family clinic, dental, college advisement and summer programming in order to provide students with high levels of support and opportunity.

13. Instructional materials include teacher developed curriculum, relevant articles and readings, choice books (literature in both English and Spanish), and whole class literature selections. In English, students would use the techniques to study whole class high school level texts such as Medea, Night, Dreams of My Father, and To Kill a Mocking Bird. In Social Studies students would use these techniques to access and practice concepts including global studies, world religions, American history and government. In science students would use these techniques and experimentation to access and practice concepts in life and physical science. In math students use these techniques to access and practice concepts in algebra, geometry, and trigonometry. 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

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

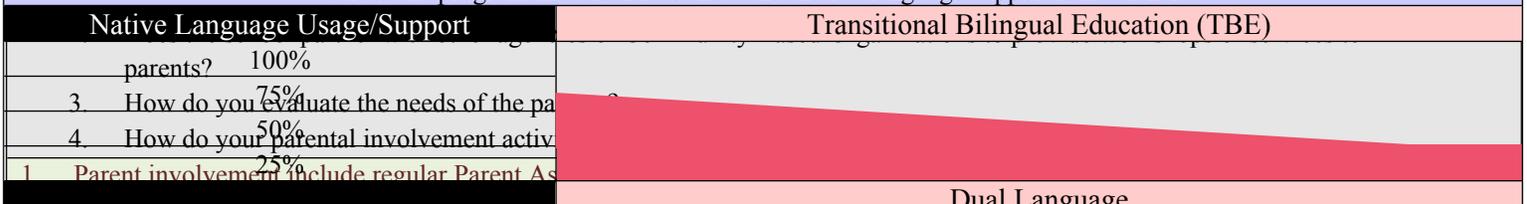
	Beginning	Intermediate	Advanced
<b>C. Schools with Dual Language Programs</b>			
1.	How much time (%) is the target language used for EPs and ELLs in each grade?		
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?		
3.	How is language separated 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.			

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

<b>D. Professional Development and Support for School Staff</b>	
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 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. All Aps, the principal, all teachers including Special Education teachers and ESL teachers, and the speech therapist attend pedagogical professional development. The parent coordinator and the counselors focus on providing social and practical support and therefore do not participate in professional development focused on instructional delivery, although many are bilingual. The school does not have a full time psychologist or OT or PT providers or a secretary.
2.	Students transitioning into Fannie Lou Hamer Freedom High School are provided with orientations and the Summer Bridge program to introduce them to our portfolio system, performance based assessment and our unique culture of teaching. For ELL students in particular, the Summer Bridge program provides the ESL teacher and house teachers an opportunity to meet the students and assess their strengths and weakness. School leadership focuses on coordinating activities and troubleshooting difficulties. College Advisors focus on transition to the next stage of post-secondary education.
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 Wednesday for 50 minutes). Our ESL specialist, participates in House meetings and discipline team meetings. In the context of these meetings, staff review student achievement data and brainstorm interventions for particular kids. Staff reviews student work and develops strategies for increasing student achievement. In these meetings, our ESL teacher is able to engage staff members who have questions about serving ELL students and is able to provide individualized professional development to teacher around best practices for ELL students. The staff at large participates in professional development 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 examines 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. This year all staff will participate in Literacy training provided by the Perceptual Development Institute on the Chancellor's Conference Day at the end of the January Regents Administration and two sessions of after school Literacy training provided by the AUSSIES on January 9 <sup>th</sup> and March 19 <sup>th</sup> .

**Native Language Usage and Supports**

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



## **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, evening performances and demonstrations of student work, parent workshops such as: College Night and Financial Aid night. The Parents of ELL students are welcome to attend these events. At all major events, translation is provided by a member of the Fannie Lou Hamer HS staff.
2. Our CBO, Children's Aid Society (CAS) provides a variety of parent workshops, including ways of 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 and Parent Association surveys, School Leadership Team meetings, and CAS parent workshops. In addition the Parent Coordinator conducts informal discussions with parents eliciting their needs. Informal discussion and surveys are conducted in Spanish by the Parent Coordinator and other school staff, Parent Association and School Leadership team information is gathered by Spanish speaking parents. Items in writing are translated by our Foreign Language teachers.
4. Parent Association members review their findings and school staff include their understandings of parent needs and determine what kinds of activities they would like to have available at the school. Activities vary form year to year, events held in the past have covered a wide array of interests and concerns including: parenting workshops and workshops that encouraged positive parent child interactions such as scapbooking.

## **B. Programming and Scheduling Information--Continued**

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted intervention during the schools day includes tutoring and the provision of extra time through session held during lunch, gym, and advisory. Content area teachers also provide intervention through the extended day time during the common period. In ELA we use the common period to target students who need basic reading instruction using Achieve 3000, language enrichment focusing on skills needed for the ELA Regents Exam, and in addition students may take the College Access Success psychology and sociology courses which focus on content area knowledge and skills necessary for college success. In Math we use the common period to target students who need math remediation and concept enrichment in order to app the Math Regents. College Access Success courses in math may also be taken which focus on content area knowledge and skills necessary for college success in Math. In Social Studies we use the common period to target students who need content area support to complete Language and exit portfolios in the Social Sciences where academic language and content area concepts are focused on. In addition students may take College Access Success courses in psychology and sociology to enhance content area knowledge and develop the skills necessary to have college success. In Science the common period is used to target students who need support in developing academic language in the sciences. All interventions are provided in English, however our many of our pedagogical staff are also Spanish speakers and use Spanish when necessary to support student learning. As a school that services a high needs population many of the interventions for SIFE, 0-3, 4-6, and long term ELLs are embedded in the school design and curriculum. In addition, we offer tutorial and social service support for students as appropriate. The bulk of our ELL students are long term ELLs. A large number of these are ELL SWD students and special education teachers work with these students on acquiring literacy and content area

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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9. 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. Students who have become proficient are allowed the same test accommodations as current ELL students, extended time and the use of glossaries.

10. This year we have developed the Common Period where all students are engaged in activities related to College Readiness. Over the course of the year students will participate in a variety of activities that target college readiness, including non-fiction reading, writing, and college awareness. Participation in activities is determined by individual student need. During this period ELL students will also work with Achieve 3000 is a computerized reading program that identifies reading levels and provides individualized reading level appropriate reading practice and related comprehension questions. School data shows weighted four year diploma rate of 152.6% for ELL students which is in the top 40%, in order to increase graduation rate for ELLs we have developed the common period approach.

11. None of our programs for ELL students will be discontinued this year.

12. All ELLs have equal access to all school sponsored and CBO sponsored activities. Students are invited by mail home, advisory announcements, and classroom announcements. ELL students participate in all activities and CBO personnel are bilingual and reach out to parents. After school activities include Children's Aid Society After-School programming which includes cooking, weight lifting, gaming, and other activities, and PSAL sports. In addition, Fannie Lou Hamer Freedom High School offers Saturday school, where students are able to work on language acquisition.

CAS uses a mix of federal, state, city and private monies to provide afterschool, mental health, family clinic, dental, college advisement and summer programming in order to provide students with high levels of support and opportunity.

13. Instructional materials include teacher developed curriculum, relevant articles and readings, choice books (literature in both English and Spanish), and whole class literature selections. In English, students would use the techniques to study whole class high school level texts such as Medea, Night, Dreams of My Father, and To Kill a Mocking Bird. In Social Studies students would use these techniques to access and practice concepts including global studies, world religions, American history and government. In science students would use these techniques and experimentation to access and practice concepts in life and physical science. In math students use these techniques to access and practice concepts in algebra, geometry, and trigonometry. Each classroom is equipped with 4 to 6 desktop computers and a

## B. Programming and Scheduling Information--Continued

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## 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.

We are a member of the New York Performance Standards Consortium and as such we have a waiver from the Regents exams. Please see attached schedules for a clear understanding of minutes of ESL instruction.

## 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 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. All Aps, the principal, all teachers including Special Education teachers and ESL teachers, and the speech therapist attend pedagogical professional development. The parent coordinator and the counselors focus on providing social and practical support and therefore do not participate in professional development focused on instructional delivery, although many are bilingual. The school does not have a full time psychologist or OT or PT providers or a secretary.

2. Students transitioning into Fannie Lou Hamer Freedom High School are provided with orientations and the Summer Bridge program to introduce them to our portfolio system, performance based assessment and our unique culture of teaching. For ELL students in particular, the Summer Bridge program provides the ESL teacher and house teachers an opportunity to meet the students and assess their strengths and weakness. School leadership focuses on coordinating activities and troubleshooting difficulties. College Advisors focus on transition to the next stage of post-secondary education.

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 Wednesday for 50 minutes). Our ESL specialist, participates in House meetings and discipline team meetings. In the context of these meetings, staff review student achievement data and brainstorm interventions for particular kids. Staff reviews student work and develops strategies for increasing student achievement. In these meetings, our ESL teacher is able to engage staff members who have questions about serving ELL students and is able to provide individualized professional development to teacher around best practices for ELL students. The staff at large participates in professional development 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 examines 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. This year all staff will participate in Literacy training provided by the Perceptual Development Institute on the Chancellor's Conference Day at the end of the January Regents Administration and two sessions of after school Literacy training provided by the AUSSIES on January 9<sup>th</sup> and March 19<sup>th</sup>.

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## 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, evening performances and demonstrations of student work, parent workshops such as: College Night and Financial Aid night. The Parents of ELL students are welcome to attend these events. At all major events, translation is provided by a member of the Fannie Lou Hamer HS staff.

2. Our CBO, Children's Aid Society (CAS) provides a variety of parent workshops, including ways of 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 and Parent Association surveys, School Leadership Team meetings, and CAS parent workshops. In addition the Parent Coordinator conducts informal discussions with parents eliciting their needs. Informal discussion and surveys are conducted in Spanish by the Parent Coordinator and other school staff, Parent Association and School Leadership team information is gathered by Spanish speaking parents. Items in writing are translated by our Foreign Language teachers.

4. Parent Association members review their findings and school staff include their understandings of parent needs and determine what kinds of activities they would like to have available at the school. Activities vary from year to year, events held in the past have covered a wide array of interests and concerns including: parenting workshops and workshops that encouraged positive parent child interactions such

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# 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)										3	1	1	1	6
Intermediate(I)										7	7	9	9	32
Advanced (A)										9	5	5	1	20
Total	0	0	0	0	0	0	0	0	0	19	13	15	11	58

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>										2	1	1	1
	<b>I</b>										8	7	9	9
	<b>A</b>										8	5	5	1
	<b>P</b>										0	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**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	39	0	10	0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	40	40	11	11
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### 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.

- Fannie Lou Hamer Freedom High school considers student 8<sup>th</sup> grade ELA and Math scores, English Regents, and individual data in assessing literacy skills. In addition we use QIRI testing and Achieve 3000 to gain insight into students' literacy levels.
- The overall pattern in the NYSESLAT Modality scores has remained the same. Students overwhelmingly perform well on the Listening and Speaking Modality with at least half of the students in each grade scoring proficient. In each grade level 86% or more students scored advanced or proficient. Students at Fannie Lou Hamer Freedom High School have significantly more difficulty with reading and writing.

## 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.

We are a member of the New York Performance Standards Consortium and as such we have a waiver from the Regents exams. Please see attached schedules for a clear understanding of minutes of ESL instruction.

## Part VI: LAP Assurances

<b>School Name: <u>Fannie Lou Hamer Freedom HS</u></b>		<b>School DBN: <u>862</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Mann	Principal		10/26/11
Susan Schutt	Assistant Principal		10/26/11
Marlene Lamboy	Parent Coordinator		10/26/11
Valerie Mantz	ESL Teacher		10/26/11
Sandra Rodriguez	Parent		10/26/11
Katherine McMilliam	Teacher/Subject Area		10/26/11
Danielle Bassie	Teacher/Subject Area		10/26/11
	Coach		
	Coach		
Jose Alfaro	Guidance Counselor		10/26/11
Cyndi Kerr	Network Leader		10/26/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 12x682      **School Name:** Fannie Lou Hamer Freedom High School

**Cluster:** 01      **Network:** CFN 106

**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**

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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.

We use ATS preferred language data and anecdotal evidence collected by the parent coordinator to determine our written translation and oral interpretation needs.

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.

Our community speaks Spanish. Staff and the larger community are briefed on issues of preferred language a number of times a year, including Open School Night preparation meetings and the event itself, Parent Conferences preparation meetings, and Parent Association meetings.

## Part B: Strategies and Activities

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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.

Written translation services are provided by the Spanish team who translate written communication to families. Letters and other written communication to families are drafted, finalized and given to the Spanish team for translation a number of days before the mailing is scheduled to go out to ensure that documents are mailed in a timely fashion.

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.

Oral interpretation services are available at school at all times. When available the Spanish team provides interpretation services. In addition, we have a number of other teachers who are bilingual, a number of social work staff who are bilingual, a number of school aids who are bilingual, and a number of Special Education staff who are also bilingual including the coordinator. Parents are asked when they arrive at school if they would like interpretation services, if they respond affirmatively, we identify a bilingual staff member who is available and have them provide interpretation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Fannie Lou Hamer Freedom High School complies with Section VII of Chancellor's Reg. A-663 by providing the Bill of Parent Rights and Responsibilities to incoming parents at Orientation meetings and to veteran parents during Open School Night and during the first Parent Association meetings. In addition we have signs in the main office that indicate that interpretation is available for our families. The number of bilingual staff ensures that Spanish speaking families always have interpretation services available to them.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Fannie Lou Hamer Freedom HS	DBN: 12X682
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Cynthia Kerr
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ●After school      ✱Saturday academy      ✱Other: Common Period
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Two supplemental services will be provided, one during the Common Period and the other during Saturday School. Beginning in February, the ESL teacher will use the Common Period to provide students with prep for the NYSESLAT. The Common Period support services will be conducted with a heterogeneous group of students, beginner through advanced; and will focus students who need support in the reading and writing skills. Within this group we will focus on our long term ELL population. During Saturday School, students will work with 2 discipline based teachers (1 Humanities and 1 Math Science) and an ESL teacher to develop their academic language in order to increase their achievement levels in academic classes. Students will be heterogeneously grouped within disciplines and will work on class assignments and exhibitions to further their conceptual understandings and discipline-based skills. The target population will include ELL students who have fallen behind in credit accumulation and students who have difficulty completing assignments in a timely fashion as identified by their teachers. Saturday classes will begin in February and continue until the end of the semester. Students will be instructed in English.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In order to increase teacher understanding of literacy and to support their work in classrooms to develop student literacy, teachers participate in professional development on a weekly basis. During these professional development meetings, teachers review student work, conduct inquiry into literacy practices in the classroom. Topics addressed include: vocabulary development, thesis statement development, response to student journals, and common core standards. The school works with the AUSSIES to develop literacy practices in the school and with the teachers who work with ELL students in particular.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: In collaboration with our CBO, Children's Aid Society, Fannie Lou Hamer Freedom High School will be conducting English as a Second Language classes for parents. Many parents in our ELL population have difficulty speaking and understanding English. Classes will focus on enhancing language skills. When the entire family works on their collective development of English language skills students will have more support across their daily lives. In addition, it is well known that students whose families are active participants in the life of their school have more academic success. As language can be a barrier to participation in school, it is our intention to increase the avenues for parent participation. Parent ESL classes will begin in February and continue through the end of the Spring semester and will be held on Saturday's from 9 am to 12 pm and taught by a licensed ESL teacher. Recruitment will take place in January through letters home to parents, a phone call campaign, and communication from Children's Aid Society.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		