



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FANNIE LOU HAMER FREEDOM HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X682

PRINCIPAL: NANCY MANN

EMAIL: NMANN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSEY

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
Jeff Palladino	*Principal or Designee	
Valerie Mantz	*UFT Chapter Leader or Designee	
Heather Flowers	*PA/PTA President or Designated Co-President	
Jessica Ortiz	DC 37 Representative, if applicable	
Joy McBride Brandon Micheals	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	
Grace Lebron	Member/Parent	
Ana Perez	Member/Parent	
Yvette Lebron	Member/Parent	
Valencia Jones	Member/Parent	
Alicia Bradshaw	Member/Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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 Graduation Rate

Goal: To increase the school graduation rate

Measurable Objective: By June 2013, All students, Latino Students and Economically Disadvantaged students will demonstrate state standards as measured by a 5% increase in the graduation rate for the 2012-2013 school year.

Comprehensive needs assessment

- 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

Activity One: Identify interventions

- a) Professional Development on the following topics: use of student data to plan and set goals, review of 11th and 12th 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.

Strategies to increase parental involvement

- Expand Parent Academy: Parent Academy will continue to offer ESL instruction and expand to offer a computer course for parents. The curriculum of the parent computer course would include a focus that would allow parents to understand their student's use of digital media in academic and social media environments.
- Continue to hold quarterly Parent-Student Conferences to discuss academic progress.
- Continue parent outreach through the Student Success Center to help parents and students understand post- secondary options..

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: Race to the Top: iZone 360

Service and program coordination

- The work with students outline above will be coordinated with our Student Success Center supported by the Children's Aid Society. 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.

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

College Readiness

Goal: to Strengthen College Readiness

Measurable Objective: Increase percentage of students in 11th grade (Cohort P) passing ELA with a grade of 75 or better from 29% to 35% by June 2013.

Comprehensive needs assessment

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

Activity One: Work with students to exceed minimum requirements

- a) Students to receive additional support during embedded extended day
- b) Emphasis on college readiness through advisory program including College Summit, College Excel and CUNY assessment program.
- c) Use of Achieve 3000 for practice on multiple choice
- d) September 2012 through June 2012

Activity Two: 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 2012 through June 2013

Strategies to increase parental involvement

- Expand Parent Academy: Parent Academy will continue to offer ESL instruction and expand to offer a computer course for parents. The curriculum of the parent computer course would include a focus that would allow parents to understand their student's use of digital media in academic and social media

environments.

- Continue to hold quarterly Parent-Student Conferences to discuss academic progress.
- Continue parent outreach through the Student Success Center to help parents and students understand post- secondary options..

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- The work with students outline above will be coordinated with our Student Success Center supported by the Children's Aid Society. 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.
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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

Technology

Goal: Use technology to maximize individualization and independence for each student

Measurable Objective: By June 2013, 90% of teachers will have participated in izone supported professional development focusing on the integration of technology into project-based learning; By June 2013, 90% of students will complete an exhibition in alignment with the common core standards and the NY Performance Standards Consortium using technology resources to create and publish meaningful projects.

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Comprehensive needs assessment

- Based on a needs assessment conducted by Teaching Matters and work with the izone and Apple, and coupled with the fact that 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. We are focusing on student preparation for independent work through the increased student use of technology and strengthening teachers understanding of how to construct, teach and assess that work.

Instructional strategies/activities

Activity One: Teachers will participate in PD focused on the integration of technology into project based learning

- a) Teachers will attend conferences and professional development workshops to learn more about educational technology and implications for curriculum design. Teachers will provide turnkey training for colleagues. Teachers will design, implement and assess units based on project based learning.
- b) Teachers, izone personnel, consultants, administrators
- c) Teachers participate through regularly scheduled meetings to discuss and assess work. Teachers present work at Chancellor PD days.
- d) September 2012- June 2013

Activity Two: Students will engage in project based learning using technological resources

- e) Students will strengthen their use of technology through in class instruction of technology basics, training in the use of GoogleDocs and Google Apps, as well as other appropriate technology to enhance their academic skills and scope of work. Teachers will work with students to determine next academic and technological steps
- f) Teachers, izone personnel, consultants, administrators, students
- g) Teachers will work in teams to evaluate progress of overall curriculum design and individual student progress.
- h) September 2012—June 2012

Strategies to increase parental involvement

- Expand Parent Academy: Parent Academy will continue to offer ESL instruction and expand to offer a computer course for parents. The curriculum of the parent computer course would include a focus that would allow parents to understand their student's use of digital media in academic and social media environments.

- Continue to hold quarterly Parent-Student Conferences to discuss academic progress.
Continue parent outreach through the Student Success Center to help parents and students understand post- secondary options..

Budget and resources alignment

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ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Digital reading technology, Achieve 3000, Balanced literacy and tutoring	In class, small group, quarterly additional class focused on topic as needed	During the school day and during Common Period
Mathematics	Implementation of Algebra Project Curriculum	In class, small group, quarterly additional class focused on topic as needed	During the school day and during Common Period
Science	Labs, completion of science projects and development of science literacy	In class, small group, quarterly additional class focused on topic as needed	During the school day and during Common Period
Social Studies	Students develop informational literacy using social studies content, reading in a variety of forms, using Google docs to do independent research and presentation.	In class, small group, quarterly additional class focused on topic as needed	During the school day and during Common Period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Through a series of activities and experiences students will increase their capacity to develop social, emotional, ethical and cognitive capacities	Individual and group counseling, conflict mediation, family meetings	Schedule as needed

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruiting and Retaining Highly-Qualified Teachers

Administrative staff regularly attends hiring fairs to identify and recruit Highly –qualified teachers. The administrative staff works closely with the network HR staff to ensure that non-HQT meet all require documentation and assessment deadlines. Mentors are assigned to support newly-hired teachers.

Providing High Quality Professional Development:

In addition to the centrally- and network based professional development, our teachers meet regularly in teacher-teams and during common planning time to discuss student work and identify best practices to support student learning. Differentiated support is provided to all teachers as informed by teacher input and formal and informal observations.

SCHOOL PARENTAL INVOLVEMENT POLICY

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

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 to serve as a liaison between the school and families. The Parent Coordinator will coordinate 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 1st 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;

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

- holding an annual Title I Parent Curriculum Conference as part of Open School Night;
- 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;
- 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;
- **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**
- Working with the Children's Aid Society to build parental events and parent and family support services.
- Including Parent Activities such as Fitness, ESL and Computer Class in the Saturday Parent Academy
- Inviting Parents to participate and give feedback at the Chancellors Day Professional Development activities.

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.

Fannie Lou Hamer Freedom High School Parent Compact

School Responsibilities

Fannie Lou Hamer Freedom High School High 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.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 1 Corinne Rello-Anselmi/ 106 C	District 12	Borough Bronx	School Number 682
School Name Fannie Lou Hamer Freedom High School			

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

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

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

D. School Demographics

Total number of students in school	500	Total Number of ELLs	58	ELLs as share of total student population (%)	11.60%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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
TOTAL	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
TOTAL	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 life 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 Feedom 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 an 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 languague 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 languague 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 languague 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 languague 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 congruance with grade level expectations and performance assessment rubrics. Inquiry groups across the school review assessments and rubrics on a regular basis. In order to provide students access to grade level material ELL-SWD teachers use a variety of strategies including guided reading, small group instruction, mini lessons, group work, adapted materials, and computer assisted instruction. ELL SWD students who are identified as bilingual on their IEP receive an alternative placement plan. The plan works with the Special Education teacher and the ESL teacher to adapt materials for the student.

7. Although this is a small school we are committed to serving students within the least restrictive environment. Programs can include self-contained, collaborative team teaching, sets and general education classes depending on the needs and development of individual students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

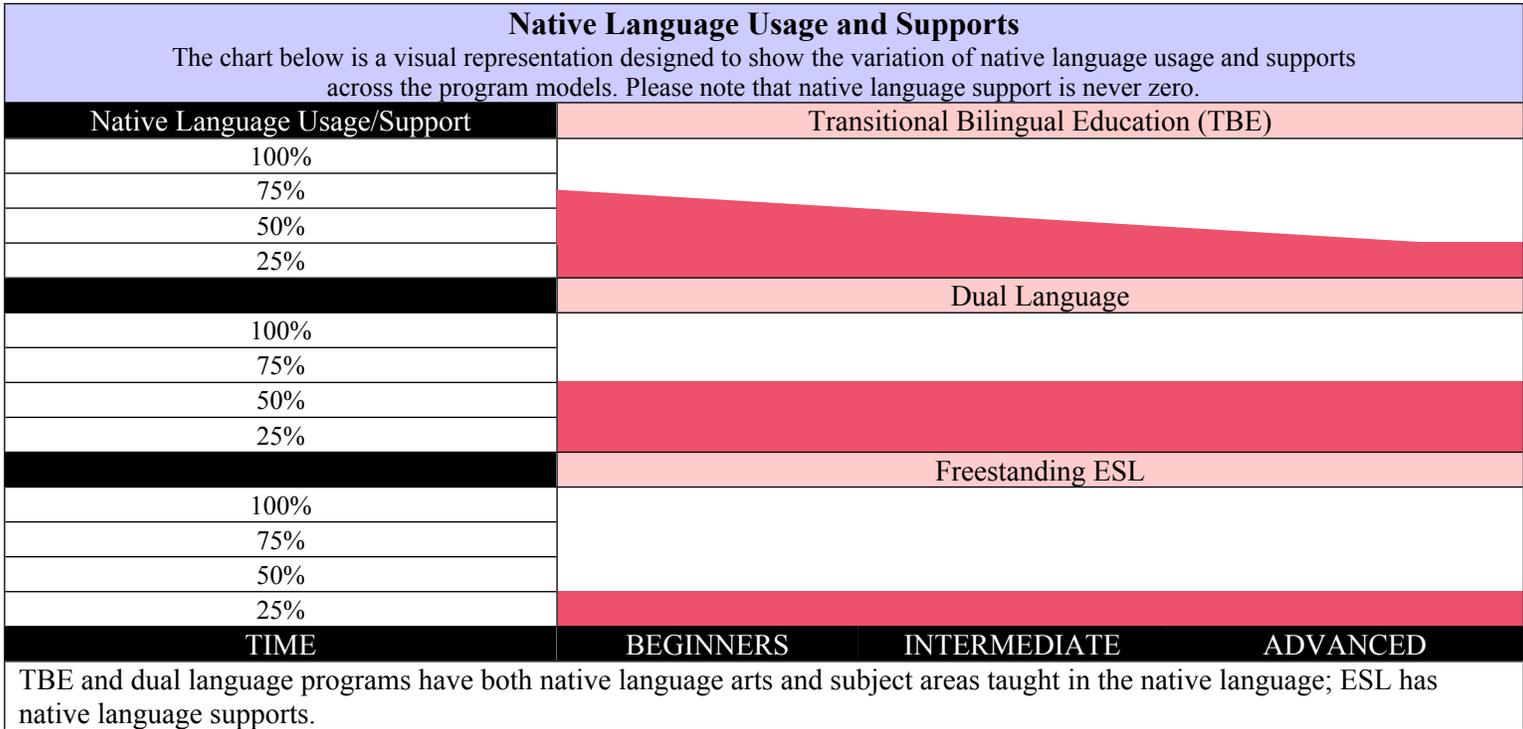
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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 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 those students on acquiring literacy and content area skills.

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 use graphing calculators and general scientific materials such as scalpels, beakers, pipets, and other equipment. When necessary, the ESL teacher (who is also a Spanish speaker) or classroom teacher will edit classroom materials to include limited Spanish translation when needed.

14. Fannie Lou Hamer Freedom High school provides two years of Foreign Language instruction in Spanish. Our ELL population speaks Spanish exclusively. Students are screened each year to determine their level of literacy in Spanish before they are placed in a particular class. The overall goal of the Spanish program at our school is to introduce a second language to students who speak only English and to enhance and expand the literacy in Spanish for students who have experience in the language. Beginner classes introduce students to the cultures and language of Spanish speaking peoples; while more advanced classes ask students to read, write and speak in Spanish. Spanish textbooks include Spanish for Mastery 1 & 2, Sendas Literarias, Leamos un Cuento, La Casa en Mango Street.

15. All material used in ELL instruction and academic support are grade and age level appropriate. We aim to provide high school level content and materials for the high school level students. 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.

16. We invite ELL student to Orientation to develop an understanding of our portfolio system and house system, and have an opportunity to meet teachers and support staff who will be working with them in the upcoming year. We also invite ELL students to participate in our Summer Bridge program to help them get accustomed to our balanced learning and interdisciplinary approaches to teaching and learning.

17. We offer Spanish to all ELL students.

C. Schools with Dual Language Programs

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

We do not have a Dual Language Program.

D. Professional Development and Support for School Staff

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

1. Our ELL staff participate in a variety of external conferences each year in order to keep current on best practices and new trends in ESL and their content areas and are encouraged to attend 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 9th and March 19th.

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.

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
READING/ WRITING	B										2	1	1	1
	I										8	7	9	9

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										8	5	5	1
	P										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
Integrated Algebra	40	40	11	11
Geometry	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

1. Fannie Lou Hamer Freedom High school considers student 8th 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.
2. 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 with no students scoring at the level of proficient and the majority of students performing at the intermediate level. In the 9th grade equal numbers of students perform at the intermediate and advanced levels. Students in 10th – 12th grades predominantly score in intermediate category also, however in these grades, fewer students score in the advanced category. Regents scores among all groups bears out this finding. English Language Learners have difficulty passing the English Language Arts Comprehensive Exam, often needing a number of opportunities to take the exam before they are able to pass; however with a cycle of repeated practice most do pass the Regents and graduate.
3. In the area of Speaking and Listening, our programs serve ELL students well. Our use of group work, high stakes presentations of work, and Community Service allow students to practice their verbal English skills. The data suggests that our focus on literacy is important and must be continued and deepened in order for student to advance to proficiency. Data is analyzed
4.
 - a. Students have access to the Integrated Algebra and other State Math tests in Spanish. We find no significant difference in native language testing.
 - b. School leaders and teacher review work on a regular basis to make determinations about the next steps for students, the ability of the assignment to assess learning goals, and the ability of the rubric to assess thinking skills embedded in the assignment. With this data in mind teachers are able to differentiate instruction in their classrooms and develop better tools through which to assess student learning.
 - c. Overall we are seeing that our ELL population suffers in similar way to our English Language students. For many of our struggling ELL students we find that their Native Language Literacy is limited and that our use of Choice Book units and Spanish classes to enhance Spanish literacy will help students to perform better in all academic areas.
5. We are not a Dual Language Program
6. Fannie Lou Hamer Freedom High School uses a variety of tools to assess the efficacy of our ELL programs. We look at credit accumulation, completion of performance assessment tasks, Portfolio grades, classroom assessments, NYSESLAT data, Regents data, student and family interviews, NCLB and NYC Progress Report data to determine the value of our programs. Currently we see that our program is moving kids forward in the language acquisition and toward four year graduation.

Additional Information

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

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

School Name: <u>Fannie Lou Hamer Freedom HS</u>		School DBN: <u>862</u>	
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

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

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Fannie Lou Hamer Freedom HS	DBN: 12x682
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 56
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
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: After school on Tuesday and Thursdays from TIME ESL students are receiving supplemental instruction in English and Social Studies in classes co taught by ESL and content area teachers to provide additional support for students struggling in ELA and the NYSESLAT. From Sept to May 70 sessions. Students are programmed by the school based on an analysis of their classroom grades, Regents and NYSELAT scores. The target students include those struggling to develop strong English language literacy. The focus of the supplemental direct instruction in English language literacy includes reading fiction, building general vocabulary and academic vocabulary, and strengthening students' understanding of English language grammar. To address vocabulary and grammar, students will work with Men Can Get Embarrassed, Too! to address confusing vocabulary and Speak English Like an American. Finally students will use Spanish English dictionaries to address vocabulary development. Results are reviewed quarterly; students are reevaluated and assigned to appropriate grouping. Teachers use a wide variety of instructional approaches including, small group instruction, balanced literacy, performance based assessment, language experience approach, total physical response, hands on, student centered activity based and project driven learning.

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: Through its work in the iZone the school is focusing on using technology to allow greater differentiation for ELL students and in classrooms in general in support of literacy and the development of academic language. All teachers including teachers of ELL meet weekly throughout the 2012-2013 school year to build more access to academic text and materials through new modalities. For teacher of ELLs the topics include review curriculum maps, methods of instruction, leveraging of computer-available resources including video, use of google-translator, Kahn academy and text-to-speech technology to support classroom instruction and to individualize student instruction emphasizing reading, writing and speaking and the use of different modalities to support ELL students. The teachers also review student work on an ongoing basis. The school works with iZone, a Race to the Top project of the NYCDOE and Apple. These groups meet weekly on Mondays from 2:45 to 4pm September through June. Workshops are provided by the principal various teachers including the ESL teachers, iZone staff and Apple professional developers. Groups focus on a particular innovation, visit each other's classrooms, critique work from other groups and develop new approaches to literacy and support for ELL students. This work is used in the afterschool programs to support ELLs.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELL students overwhelming indicate that they want to participate in ESL classes themselves. We have begun a Parent Academy, meeting on Saturdays from 9 - 12, from October through May. Class covers beginner level English instruction focusing on basic English needed for daily interaction. Instruction is provided by a HS teacher with ESL certification. Parents are notified through mailings and phone calls.

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		

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.
Other		
TOTAL		